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ABSTRACT

This collection of training resources is designed to assist anyone involved in training in the field of aging to identify useful resources. With an emphasis on compiling evaluative date KWIC (Key Word Indexed Collection) collects, screens, and indexes materials suitable for training practitioners, researchers and older persons. The materials reviewed in this handbook address the following areas of concern: curriculum design, information resources, how-to resources and training manuals. Addresses, application scope, methodology and critique of each model is included. (BM)

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ASTIR

Number 1

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ANALYSIS AND SELECTION OF TRAINING RESOURCES IN AGING

CG013074

Duke University Center for the Study of Aging and Human Development

KWIC Training Resources in Aging Project

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ABOUT THE DUKE CENTER FOR THE STUDY OF AGING AND HUMAN DEVELOPMENT

The Center for the Study of Aging and Human Development at Duke University began in 1976 its third decade of research and training in the service of the aging and the aged.

Dr. George L. Maddox, Director of the Center and Professor of Sociology, is currently a member of the National Advisory Council, National Institute on Aging, and President of the Gerontological Society for 1977-78. Dan Blazer, M.D., Assistant Professor of Psychiatry, is Associate Director for Programs. Gail Marsh, Ph.D., Associate Professor of Medical Psychology, is Associate Director for Research Development. E.W. Busse, M.D., the founding Director of the Center, chairs the University Council on Aging and Human Development.

Fifty-eight Senior Fellows of the Center who represent every major discipline of a modern university are engaged in various programs of research, research training, and evaluation services. The research laboratories feature multi-disciplinary, longitudinal investigations of human performance and adaptation in the later years of life. These investigations are supplemented by a wide range of biomedical, behavioral, social scientific, and policy studies. Post-doctoral research training programs in adult development and aging complement the research program. And evaluated service programs concentrate on developing models of clinical service, in-service training, the evaluation of training materials and technical assistance to public and private agencies responsible for service to older Americans.

The Center for the Study of Aging and Human Development has cooperative programs of research, training and service of special relevance for older persons with Duke's Law School, its Family Medicine Program, and its new Center for Lifetime Learning. Conferences, workshops, seminars, publications, and public information services translate and disseminate basic research about aging to national and international audiences.

ABOUT THE KWIC TRAINING RESOURCES IN AGING PROJECT

The KWIC (Keyword Indexed Collection) of Training Resources in Aging Project is designed to assist anyone involved in training in the field of aging to identify useful resources. Funded by the Administration on Aging, KWIC was created in response to the growing need to develop and share information about training materials relevant to the field of aging. With an emphasis on compiling evaluative data, KWIC collects, screens, and indexes materials suitable for training practitioners, researchers, and older persons, and maintains an information bank of other resources.

KWIC provides consultation to and receives inquiries from a wide range of persons including university and community college-based educators, human service workers, health care professionals, advocates for older persons, and federal, state and local agency personnel. Inquirers are asked to provide as much information as possible about the training they are planning--the persons to be trained, the objectives (content) and the context--so KWIC can link them to the most helpful resources. KWIC's information base is dependent upon the continued cooperation and contributions from persons producing training materials (bibliographies, course outlines, syllabi, audiovisuals, manuals, etc.). Inquiries and materials should be directed to Joan Walter, Project Coordinator, at this address:

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INTRODUCTION

THE DEVELOPMENT OF ASTRA

The KWIC Training Resources in Aging Project was designed to aid trainers and educators in the field of aging in the identification of useful current training resources in aging. A primary objective of the KWIC Project is to develop and implement strategies for evaluating the numerous training resources being developed. The ASTRA (*A*nalysis and *S*election of *T*raining *R*esources in *A*ging) Project was developed by Carol Van Steenberg and Robin Karasik (KWIC Project directors) in the spring of 1976 in order to meet this objective. The proposed goals of the ASTRA Project include:

1) Developing and refining a review format for evaluating training resources in aging
2) Selecting "high demand" training resources for evaluation
3) Training specialists in the field of aging to use the review format to evaluate the high demand materials
4) Disseminating the reviews to those concerned with training in aging.

The ASTRA Project subcontracted with the EPIE Institute (*E*ducational *P*roducts *I*nformation *E*xchange) of New York to assist in the development of a format for reviewing the training resources. The joint efforts of EPIE and ASTRA resulted in a 15 page review form intended to gather evaluative information on the resource under review. This review form was divided into three major sections, each gathering information on a different aspect of the resource. These sections covered the areas of information and background, instructional design constructs, and other considerations and comments. This review format was later redesigned by the ASTRA coordinator, Lockie Jayne McGehee and the KWIC director, Robin Karasik.

THE REVIEW FORMAT

The ASTRA reviews are designed in the following format.

I. Identifying information
This information is intended to help the trainer or educator in aging locate the resource, describe the resource and provide information as to the development of the resource. All information reported in this section is taken directly from statements made in the resource unless otherwise specified by the analysts. Included under this heading are:

- Author(s)
- Availability

This is the address to which inquiries about obtaining the material should be directed.

- Publication date (and copyright)
- Medium

This describes the major media or medium used in the resource.

- Components

The component pieces, if any, of the resource are listed here.

- Subject area

Subject areas were selected from categories typically used in resources relating to aging.

- Program funding
- Program development

This provides any descriptive information on the development and field testing of the resource if provided by the author.

- Additional costs

This describes any additional costs that will be incurred during the use of this resource.

- Supplements

This describes any additional resources needed.

II: Application
This information is intended to describe the potential audience and setting to which the resource is directed. Included under this heading are:

- Intended users
- Contexts

This describes the setting in which the resource would be most useful.

III: Intent
This information describes the reasons for the development of the resource and its goals. Included under this heading are:

- Developers' rationale

This describes the reason that the resource was developed.

- Goals and objectives

These are the goals and objectives that should be met through use of the resource.

IV: Scope
This section provides detailed information concerning the topics addressed and the coverage of those topics as well as the method to be used in covering the content. Included under this heading are:

- Contents
- Methodology

This describes the method to be used in covering the content of the material. Sessions typical of the use of the material are included.

- Means of evaluation

This describes procedures, if any, for evaluating the use of the material by students or instructors.

- Instructor preparation

This includes any preparation required by the trainer for use of the resource.

V: Critique
This section includes the critical evaluations made by the analysts concerning various aspects of the resource. Included under this heading are:

- Accuracy of content
- Bias of content
- Currency of content
- Analysts' comments

These are comments made by analysts concerning the effectiveness, limitations and unique features of the resource.

THE ASTRA RESOURCES

The resources selected for review were chosen on the basis of an analysis of a KWIC user survey (i.e. What materials do you find most useful?) and the cumulative number of requests for information about particular resources. These selected training resources are drawn from several areas of concern to trainers and educators, resulting in broader scope. The materials reviewed in this handbook address the following areas of concern:

- Curriculum Design

These are guides for the development of educational programs and curricula in the field of aging.

- Information Resources

These are resources that provide information on specific topics indirectly related to the field of aging (i.e. law or transportation).

- How-To Resources

These are how-to guides that provide detailed directive information on selected topics in aging such as exercise programs and game playing.

- Training Manuals

These are manuals concerning training programs for working with the aged.

THE ASTRA SESSIONS

The KWIC and ASTRA staff, including Carol Van Steenburg, Robin Karasik, Lockie Jayne McGehee and Stephanie Weisbard conducted a two-part program for twenty eight selected specialists in the field of aging. The program focused upon the evaluation of training resources in aging. Both sessions were conducted in Durham, N.C. The first session was held on January 3-5, 1977. This session involved training the participants in evaluative skills via a systematic approach to resource review as taught by the EPIE Institute. The second session held on March 28-29, 1977, involved the application of these skills to the analysis of 35 resources provided by the KWIC staff. Each material was reviewed by two analysts. Lockie Jayne McGehee and Susan Gaylord edited and compiled these reviews, the product of which is this handbook.

FUTURE PLANS FOR ASTRA

New strategies for reviewing resources in the field of aging are being considered in order to improve the strategy used in this handbook. New methods of training specialists in the field of aging to review resources are being considered. A second ASTRA session will be conducted in February of 1978. At this time, 12 new reviewers as well as the experienced reviewers from the 1977 session will review 40 more "high demand" resources in the field of aging, the result of which will be the ASTRA handbook No. 2.

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Curriculum Design

AN INSTRUCTOR'S HANDBOOK FOR THE DEVELOPMENT OF A COURSE IN GERONTOLOGY

IDENTIFYING INFORMATION

AUTHORS: Constance M. Greco
Reta Lee Harrison
Richard M. Lent

AVAILABILITY: New York State Office for the Aging
New York State Executive Department
855 Central Avenue
Albany, New York 12206

PUBLICATION DATE: 1975

MEDIUM: Print (Manual) 235 pp.

SUBJECT AREAS: Courses and curricula on aging; General aspects of aging; Social aspects of aging

PROGRAM FUNDING: The handbook was prepared under a contract with the New York State Office for the Aging in cooperation with the Syracuse University All-University Gerontology Center and the Syracuse University Center for Instructional Development.

APPLICATION

INTENDED USERS: This handbook was designed for use by educators and trainers in aging. A basic assumption of this material is that the learning audience would share a minimum eleventh grade competency in reading and writing skills but little or no previous formal training or knowledge in gerontology. The handbook is designed so that it will be applicable to a wide range of learning audiences including:

- Entry level practitioner aides and para-professionals
- Adult volunteers
- Students or interns in professional programs
- Practicing professionals seeking specialized continuing education
- Undergraduate or graduate students in early phases of training

The authors have chosen to emphasize the needs of audiences at the lower educational levels but this handbook could be adjusted to the needs of a higher level audience.

CONTEXTS: The handbook is appropriate for use in a variety of instructional settings. These include two year colleges, four year colleges, professional training programs, in-service training relating to community based programs, continuing education and extension programs and possibly, public television. It is assumed that this handbook will be used as a resource for a formally organized course or workshop of no less than 30 hours of study and/or instruction and an approximate maximum of 150 hours.

INTENT

DEVELOPERS' RATIONALE: The handbook was developed to allow organizations and institutions to develop basic courses individualized for wide varieties of audiences.

GOALS AND OBJECTIVES: The overall goal of this handbook is to provide materials effective in working towards a broad range of learning objectives, including:

- Affective objectives (pertaining to attitudes, values and feelings)
- Cognitive objectives (pertaining to knowledge and understanding)
- Behavioral objectives (pertaining to skills)

The authors have given the affective objectives primary emphasis as they believe that attitudes often determine working effectiveness. Lists of overall course objectives under each of the three areas have been deliberately made extensive so that the instructor may select those objectives that are appropriate to his or her needs.

Fifteen affective objectives in the domain of motives, values, attitudes and feelings are listed. Examples of what the student of these course materials should develop are:

- An awareness and appreciation of his own aging process and its implications for his personal future
- An awareness of his (and others') culturally based views of aging and older persons
- A hesitancy in formulating simplistic problems-analysis and problem solving approaches to gerontological issues.

Sixteen cognitive objectives are given by the authors. Examples of what knowledge and understanding the student should acquire are:

- The ability to identify and describe the impact of critical stages and events in later portions of the life span
- The ability to describe actual and potential roles and role changes available to persons in later years of the life cycle
- The ability to identify and describe the major age-related changes in biological, psychological and social functioning

Seven behavioral objectives are given by the authors. Examples of what skills a student of these course materials should be able to develop are:

- An ability to establish effective communication with persons suffering impairments of cognition, perception, and/or speech
- An ability to obtain relevant local, regional or national data on gerontological problems of interest to the student
- A beginning ability to formulate appropriate matchings between the complex needs of older persons and suitable environments and programs

Specific objectives are also included for each content unit in the handbook.

The analysts feel that these goals and objectives are well matched to the developers' rationale. They feel that the goals are realistic if the instructor making use of the handbook selects those which correspond to the course level and audience with which he is dealing.

SCOPE

CONTENTS: Chapter One: Introduction to the Handbook
Authors: D.L. Slover and M. Greco

Topics that are covered include the reasons for a handbook format, the range of possible students for the course and the suggested overall course objectives. (7 pages)

Chapter Two: Using the handbook
Authors: R.L. Harrison and R.M. Lent

Topics that are covered include familiarization with the materials, definition of the audience, selection of goals and objectives, definition of resources and constraints, selection of instructional strategies and the determination of evaluation strategies.

Chapter Three: Content units

Introductory unit
Author: D.L. Slover

Topic headings are: Why study aging and the aged?; Portraits of individuals; The aging population; Principles and concepts in the study of aging; The data base of gerontology. (22 pages)

Unit One: Biology of aging
Author: J.R. Florini

The topics covered include a general consideration of anecdotal information, research approaches, the current status of biological research on aging and the future of aging research in biology. (14 pages)

Unit Two: Psychology of aging
Author: J.P. Abrahams

The topics covered include aspects of psychomotor performance, intellectual functioning, learning, personality and adjustment and mental health. (31 pages)

Unit Three: Social and cultural dimensions of aging
Authors: C.L. Johnson and G. Spencer

The topics covered include aspects of family structure and processes, role changes in later life, life style adjustments, age-related changes in social functioning, intergenerational conflicts and cross-cultural and subcultural variations on the characteristics, needs and resources of the elderly. (30 pages)

Unit Four: Economics of aging
Authors: N.S. Bellos and L.A. Winegar

The topics covered include aspects of income maintenance programs, employment, work ethic and retirement, volunteerism and expenditure patterns. (12 pages)

Unit Five: Ecology of aging
Author: E.H. Steinfeld

The topics covered include ideas on living arrangements, community planning and urban design, institutional living, mobility and transportation and responsive environmental design. (22 pages)

Unit Six: Specific sections
Section A: Health
Author: C.V. Troy

The topics covered include aspects of health education and preventive health care. (10 pages)

Section B: Legal rights of the elderly
Authors: T.H.D. Lewin, et al.
The topics that are covered include consumer protection for the elderly, social security and social welfare programs and housing rights for the elderly. (29 pages)

Section C: Death in American society
Author: D.L. Slover
The topics discussed include attitudes towards death, the process of dying, technology and death, grief and terminal care. (6 pages)

Section D: New roles for the aging
Author: S. Hume
The topics covered include aspects of role loss, the application of developmental theory to role loss and new roles for the elderly. (11 pages)

Unit Seven: Effective intervention with the aged
Authors: E.E. Dawson and G.B. McKibbin
The topics covered include a direct service helping process model, responsive communication, data collection and analysis procedures and aspects of problem solving and decision making. (22 pages)

Unit Eight: Public policy and the aged: Past, present and future
Authors: G.N. Ackerman and N.S. Bellos
The topics cover the U.S. policy on aging and the impact of other policy areas on aging. (11 pages)

All content units include suggested instructional objectives, presentations, evaluation methods and bibliographies.

METHODOLOGY: This handbook suggests a wide variety of methodologies for use according to the various content units. Lectures, instructor-centered discussions, student-led discussions and media use are suggested as common methodologies. Various non-traditional instructional methodologies are encouraged such as self presentations, mock interviews between students, participants observation, site visits, interviews with the elderly, role playing and investigation of local programs and census data. Many of the non-traditional methodologies have as their objective a change in values and attitudes towards the elderly. Little actual directive information is provided in conjunction with these instructional methods.

MEANS OF EVALUATION: Two of the content units described in the handbook provide suggested means for evaluation of student progress. These means include traditional methods such as testing reports and project evaluations. One analyst feels that due to the large number of specific objectives proposed for each content unit, the developers should have provided more guidance as to means of evaluation.

INSTRUCTOR PREPARATION: This handbook provides suggestions to the instructor on how to use the handbook, define audiences, select goals and objectives, select instructional strategies and evaluate progress. All of these suggestions are fairly cursory and do not provide a thorough step by step procedure, therefore the individual instructor would have to adapt these suggestions to his own needs.

CRITIQUE

BIAS OF CONTENT: The only bias evident is one of perspective according to one of the analysts. Specific sections reflect the regional perspectives and concerns of the authors. For example, Unit Six concerning legal rights of the elderly makes specific references to policies in the New York area.

ANALYSTS' COMMENTS: Both analysts feel that the handbook is useful with adaptations made by the individual instructor. One analyst comments that the content and organization varies from unit to unit and suggests that the discrepancy in organization and content may be due to the large number of contributing authors. Both analysts believe that the handbook provides useful ideas in curriculum development for a course in gerontology, but may not satisfy the needs of instructors and practitioners who require a more applied and experiential approach to instruction. □

DEVELOPING EDUCATION PROGRAMS IN THE FIELD OF AGING

IDENTIFYING INFORMATION

AUTHORS: Robert C. Atchley
Mildred M. Seltzer

AVAILABILITY: Scripps Foundation Gerontology Center
Miami University
Oxford, Ohio
Cost: $2.50

PUBLICATION DATE: c. 1977

MEDIUM: Print (pamphlet) 35 pp.

SUBJECT AREAS: Courses and curricula in aging; Planning and program administration; Gerontology programs and centers; Educational and training programs

PROGRAM FUNDING: The original publication of this pamphlet was funded by a grant from the Ohio Commission on Aging

PROGRAM DEVELOPMENT: The authors assembled ideas, opinions, and curriculum materials from colleagues at Miami University.

APPLICATION

INTENDED USERS: The intended users of this manual are educators in institutions of higher education who want to develop programs in the field of aging.

CONTEXTS: This resource is a collection of recommended course outlines that is best used by an educator planning a course or workshop on aging.

INTENT

DEVELOPERS' RATIONALE: With interest in aging growing rapidly, colleges and universities everywhere are encountering pressure to offer training and educational programs in aging both for older people and for those who would serve them. The purpose of this pamphlet is to identify some of the issues faced by educators who want to develop educational programs in gerontology and to summarize some of the ways that these issues have been approached and resolved in programs that already exist.

GOALS AND OBJECTIVES: The overall goal of this pamphlet is to provide ideas on incorporating gerontology into programs of higher education. Goals for the educator to pursue in developing programs are:

- To introduce materials on aging into introductory courses of the various disciplines, including those in the professional schools
- To introduce courses on aging into the curriculums of various departments, including those in professional schools
- To offer workshops and short courses on aging for practitioners
- To develop programs to place students in agencies for field experience
- To introduce courses designed to meet the needs of older adults
- To develop fields of concentration in gerontology within the various disciplines
- To train people to do basic, applied, and evaluation research on aging

SCOPE

CONTENTS: Section One

Topics in the first section briefly address the following issues:

- Introduction (1 page)
- Materials for introductory courses (1 page)
- Courses in aging (1 page)
- Field experience (2 pages)
- Academic credentials (1 page)
- Workshops (1 page)
- Courses for older people (1 page)
- When to develop a gerontology center (2 pages)

Section Two

The second section includes suggested course outlines. Suggested courses are:

- Introduction to social gerontology (4 pages)

- The study of middle and old age (3 pages)
- Problem perspectives of aging (3 pages)
- Old age depicted in literature (1 page)
- Field experience in gerontology (1 page)
- The family in later life (2 pages)
- The sociology of retirement (2 pages)
- Interdisciplinary seminar in gerontology (2 pages)
- Theoretical and methodological issues in social gerontology (4 pages)

Section Three

The third section includes a selected bibliography of textbooks and books of readings. (3 pages)

Each course outline includes a suggested title, number of hours, level, prerequisites, department and frequency of offering as well as the course developers and an outlined description of the course. Suggested texts and references are also included.

While the coverage is comprehensive, the depth of the treatment for each topic is limited. One analyst comments that the bibliography and outlines could be expanded considerably.

METHODOLOGY: The pamphlet is to be used as a resource for developing educational programs. This material describes nine potential courses on topics on aging. The users are expected to prepare a course from these outlines using their own methods of teaching and assessment.

MEANS OF EVALUATION: No means of evaluation are described for the material as a whole. Some attention is given to various means of evaluation in one of the nine course outlines; weekly work reports, written evaluation of experience, and discussion with the instructor are suggested. Otherwise it is left to the reader to devise his own methods of evaluation. It is assumed that other typical methods of evaluation of course work will apply.

CRITIQUE

ANALYSTS' COMMENTS: The analysts feel that this is an informative resource for the instructor. The outlines are cited as being very cursory and the bibliography as somewhat incomplete, but the analysts feel that it is an excellent introduction to developing educational programs. The summary and outlines stress institutional structures and the importance of legitimizing programs. □

VIEWS ON AGING: A TEACHERS' GUIDE

IDENTIFYING INFORMATION

AUTHOR: Marcia J. Cameron

AVAILABILITY: University of Michigan/Wayne State University
Institute of Gerontology
520 East Liberty Street
Ann Arbor, Michigan 48109
Cost: $5.50

PUBLICATION DATE: c. 1976

MEDIUM: Print (teachers' guide) 179 pp.

SUBJECT AREAS: General aspects of aging; Courses and curricula in aging

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: The developer specifies the use of this manual for students in grades seven through twelve as well as those in elementary and college courses.

CONTEXTS: The developer specifies that this manual be used as a resource for formally organized courses. Analysts suggest that the manual is also a useful resource for a workshop or for in-service training. Analysts feel that the guide can easily be incorporated into various courses and in some cases, (e.g., a social gerontology course) can stand alone as a basic text.

INTENT

DEVELOPERS' RATIONALE: The author gives evidence that negative or stereotyped attitudes towards older people develop at an early age. Such attitudes can retard the process of adjusting to and coping with new people and new situations, and can interfere with the ability to accept and deal with people as individuals. Thus it is important to provide good information on aging and older people and to influence attitude development during the school years, when attitude patterns tend to be more flexible.

GOALS AND OBJECTIVES: The overall goals of this guide are:

- To develop accurate and positive concepts about the aging process and the potentialities and needs of older persons, with an emphasis on countering stereotyping and affecting community attitudes toward aging
- To provide a view of life as a continuum, giving a perspective of how one fits into the whole of time and society, which helps in the achievement of personal identity and positive self-image
- To provide knowledge about the significance of older people and retirees in aspects and activities of our society: economics, family structure and relationships, education, transportation, social and health services

SCOPE

CONTENTS: Chapter One: A personal view of aging (10 pages)
The purpose of this chapter is to stimulate the student to think about aging and to realize his or her personal attitudes toward aging and the aged. Suggested questions and exercises and a list of appropriate films and records are provided.

Chapter Two: An environmental view of aging (5 pages)
This chapter attempts to make the student aware of physical, sensory, and perceptual changes which occur as one ages, and how they affect the environment in which the person lives.

Chapter Three: A societal view of aging (9 pages)
The focus of this chapter is on older people within the context of society including reasons for studying the elderly as a group, the effects of the elderly as a group in society, some of the social problems the elderly encounter.

Chapter Four: Beyond the unit: Part One: Mini-units in other classes (18 pages)
The purpose of this section is to provide information and descriptions of classroom activities concerning the aged which can be inserted into courses which are current in most school systems.

Part Two: Special topics in aging (6 pages)
This section consists of mini-units on topics such as: aging in other cultures, death and dying, minority aged, and the older woman.

Appendix A: Resources

- Glossary (2 pages)
- Guide bibliography (4 pages)
- Suggested readings (2 pages)
- A selected bibliography on age and race (8 pages)
- Pre-retirement education films (1 page)

Appendix B: Related pages

- Art bridges the age gap (4 pages)
- Concepts and issues in aging (13 pages)
- Supplementary quiz (3 pages)
- Consumer education for the older adult (8 pages)
- Curriculum information: occupational education—care of the aging (8 pages)
- Fantasy—you are eighty
- The older population: some facts we should know (13 pages) Supplementary quiz (1 page)
- Peege, a film review (2 pages)
- Perceptions of age, questionnaire (2 pages)
- A perspective on aging (9 pages)
- Residences for the elderly (2 pages)
- Role playing (3 pages) Situation: the family at Sunday dinner (3 pages)
- Sensory changes in the elderly and implications for environmental planning (4 pages)
- Socio-economic changes with age (6 pages)
- Visiting a senior center, preparation (2 pages)
- Your community's older citizens, questionnaire

METHODOLOGY: Methods of presentation include lectures, films, instructor-centered or small group discussions, experiential learning such as problem solving, role playing or field trips, and a variety of projects and homework assignments.

INSTRUCTOR PREPARATION: It is suggested that the instructor review the entire manual and select what he or she feels are appropriate materials, class activities, and homework assignments for the group's needs and background. Though a summary of information is presented at the beginning of each section, the instructor is expected to prepare any in-depth lectures. A reference list at the beginning of each section indicates sources of information to be used as background for lectures or for in-depth study.

MEANS OF EVALUATION: Instruments for assessing students' knowledge of subject matter include a true-false questionnaire, a multiple choice quiz and a short answer questionnaire. Homework assignments and essays may also be used as evaluational instruments by the instructor. No means of assessing the educational value of the manual is supplied.

CRITIQUE

ANALYSTS' COMMENTS: One analyst feels that this guide is usable and excellent, while the other analyst feels that the manual is usable with some adaptation. Analysts agree that the manual is especially suitable for elementary and secondary school students who have had no prior introductory course in the field of aging. One analyst comments that the material is adaptable and provides a wide variety of interesting and creative approaches to learning. It is suggested that the proposed program would be enriched by having a special section in the classroom or library with resources, such as filmstrips, readily available. □

CURRICULUM PLANNING FOR UNDERGRADUATE TRAINING IN GERONTOLOGY

IDENTIFYING INFORMATION

AUTHOR: Phyllis G. Robinson

AVAILABILITY: Institute of Gerontology
Office of Experimental Programs
Federal City College
1343 H Street, N.W.
Washington, D.C. 20005

PUBLICATION DATE: 1973

MEDIUM: Print (manual) 169 pp.

SUBJECT AREAS: Courses and curricula on aging

PROGRAM FUNDING: This manual was funded by a Title V training grant from the Administration on Aging, Department of Health, Education and Welfare to the Institute of Gerontology, Federal City College.

APPLICATION

INTENDED USERS: The intended users are trainers and educators who develop curricula in studies of aging for undergraduates, community persons, and workers employed in services to the elderly.

CONTEXTS: The analysts feel that this resource would be useful in any context whether in formally organized courses, workshops, practicums or for individualized learning. Since the material is written specifically about the Washington area, it may require some adaptation to the needs of the user.

INTENT

DEVELOPERS' RATIONALE: This curriculum guide is designed specifically to be relevant to employment opportunities for college students as determined by job analyses and the needs of the elderly themselves.

GOALS AND OBJECTIVES: The overall goal of this manual is to develop curricula in studies of aging for Federal City College undergraduate students, interested community persons and workers employed in services to the elderly. Specific objectives of the planning of the curricula and programs involve:

- Relating directly to the needs of older persons in the Washington D.C. area
- Identifying and relating training to specific employment opportunities in aging
- Meeting in-service training needs of direct service workers, owners, managers, and supervisors of long-term care facilities
- Presenting tentative training plans leading to A.A. and B.A. degrees with identified field placements
- Developing possible short courses
- Locating potential faculty

SCOPE

CONTENTS: Chapter One: Introduction (3 pages)

Chapter Two: Survey of three groups of senior citizens

This chapter includes information on planning a survey, populations to be surveyed and respondents' perceptions of their needs and services that should be provided. (24 pages)

Chapter Three: Survey of employees working with older persons

This chapter discusses a survey of attitudes, training needs and interests, job satisfaction reports and the implication of these for curriculum development. (8 pages)

Chapter Four: Survey of agencies serving the aged

This chapter discusses surveys of the functions of agencies and personal care homes, as well as employment possibilities in these agencies and hopes. (16 pages)

Chapter Five: Functional job analysis of personal care home operator

This chapter includes information on specific tasks performed in jobs relating to services in aging and an interpretation of this material into functional job analyses for the purpose of planning curricula. These tasks include management and administration; training, demonstrating and supervising; record keeping; nursing care; personal care services; leisure therapy and recreation; nutrition and dietary planning; cleaning; maintenance and laundry. A course outline on licensing of facilities for intermediate and residential care is included. (48 pages)

Chapter Six: Survey of training programs in gerontology

This chapter disucsses the following issues: the location and affiliation of the Institute within a college structure; financial support; community relations; gerontology as a discipline; research; library development; and students. (5 pages)

Chapter Seven: Curriculum plans (2 pages)

Chapter Eight: Development of a graduate program in gerontology (3 pages)

Chapter Nine: Conclusion (3 pages)

Appendices:

- Survey questionnaires (24 pages)
- A special seminar outline in social planning for the elderly (1 page)
- Summary and sample of student field reports (4 pages)
- Functional job analysis scales (9 pages)
- Visits to institutions and conferences (1 page)
- List of advisory committee members (1 page)
- Tentative curriculum plan—April 1972 (3 pages)
- Curriculum plan—September 1972, revised January 1973 (9 pages)
- Application form—1972 (2 pages)
- Course offering schedule 1972-1973 (1 page)
- Report of Area Council meeting (1 page)
- Community activities (3 pages)

The analysts felt that the content coverage varied among the chapters. Chapters two through five provide fairly detailed and extensive materials. Chapters five through nine provide only cursory information and basic ideas.

METHODOLOGY: The method of using this curriculum guide is left entirely up to the user. One analyst suggests that a lecture teaching methodology is implied for the proposed courses and seminars.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts feel that the material is usable, but will require adaptation to suit the users' needs, as the entire manual is specifically geared towards Federal City College and the Washington, D.C. area. One analyst comments that the manual is not especially useful as an instructional material itself, but it will be useful as a description of a process and outcome experienced by the authors, as well as a source of ideas on similar issues. □

GERONTOLOGY I – THE OLDER ADULT IN YOUR COMMUNITY

IDENTIFYING INFORMATION

AUTHOR: Not specified

AVAILABILITY: North Carolina Office for Aging
Raleigh, North Carolina

PUBLICATION DATE: 1976

MEDIUM: Print (course proposal) 19 pp.

SUBJECT AREAS: Courses and curricula in aging; General, physiological, psychological and social aspects of aging

PROGRAM FUNDING: This course was prepared from Title IV-A funds.

PROGRAM DEVELOPMENT: This course was developed at Central Piedmont Community College, Charlotte, North Carolina.

APPLICATION

INTENDED USERS: The developer states that this course is designed for community and technical college use. Analysts infer its additional use with high school students in secondary schools.

CONTEXTS: The specified context is a formally organized course of approximately 33 hours in duration. One analyst infers its use in a shorter course as well.

INTENT

DEVELOPERS' RATIONALE: Not specified

GOALS AND OBJECTIVES: Upon completion of the course the student should be able to prepare a written and/or recorded case study of an older adult and be able to comment on demographic, biological, psychological, psychosocial and societal variables as they relate to the case study subject.

An additional, attitudinal objective is to replace more than half of the negative and condemning feelings about older adults with positive and uncondemning feelings.

Specific objectives are defined for each of the five units. For example, following unit two the student should be able to:

- Provide and explain the relevance of comparative data and significant statistics to gerontology
- Propose a case study and organize an outline for this study

SCOPE

CONTENTS: The materials contained in this course proposal include a course outline (2 pages) suggested resources (1 page), a sample instructor's syllabus (6 pages), a course description for students (3 pages), and a student's syllabus (5 pages). The course as outlined consists of five units:

Unit One: Introduction

Unit Two: Demography and statistics

Unit Three: Biological and physiological aspects of aging

Unit Four: Psychological and societal aspects of aging

Unit Five: Summary and evaluation

METHODOLOGY: The method of instruction includes lectures, large and small group discussions, filmstrips, and individual case studies. An example of a typical session, taken from unit three, follows:

- The instructor administers a brief self-evaluation instrument on demographics.
- The answers are discussed as students grade their own papers.
- Small groups are formed to discuss case study proposals and outlines.
- A large group discussion on current events relating to older adults.
- A medical vocabulary list is handed out and discussed.
- The instructor begins a discussion on biological and physiological aspects of aging.
- The filmstrip, "Physical changes and their implications" is shown. Class discussion follows.
- Small groups are formed and suggestions for prescriptions for a healthy life are formulated.

INSTRUCTOR PREPARATION: The instructor should be familiar with texts and films used in the course. He or she should also be prepared to show films, conduct group discussions, coordinate small group activities, direct individual case studies, and prepare evaluation instruments. One analyst comments that it is unlikely that anyone without an aging background could successfully instruct this course.

MEANS OF EVALUATION: No evaluation instruments for either the course itself or the learner's experience are supplied. Guidelines are provided on possible means of evaluating learner progress. The author recommends a selected response test, a short answer quiz, a learner self-rating scale, and a written case study as means of testing the acquisition of specific skills and attitudes.

CRITIQUE

ANALYSTS' COMMENTS: Analysts agree that this course proposal is usable with some adaptation and can be a basic guide to a course in gerontology. One analyst feels that in order for the course to be effective, the instructor must be a good discussion leader and knowledgable in the field of gerontology. □

Information Resources

HOW TO DESIGN A NON-PERSON

IDENTIFYING INFORMATION

AUTHOR: Barbara M. Laging

AVAILABILITY: Institute of Gerontology
The University of Michigan–Wayne State University
520 E. Liberty Street
Ann Arbor, Michigan 48109
Cost: $10.00

PUBLICATION DATE: 1972

MEDIUM: Audiocassette
and print (script for game described in audiocassette)

COMPONENTS: Audiocassette (one cassette, 18 minutes)
Script (4 pp.)
Both entitled *How to Design a Non-Person*

SUBJECT AREAS: Housing and environment; Rehabilitation; Mental health; Long term care alternatives

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: Potential audiences are not specified by the developers. Analysts infer that appropriate audiences might be undergraduates, professionals, paraprofessionals, trainers and educators who are interested in housing needs for the elderly.

CONTEXTS: The analysts infer that this tape and/or script may be used as a resource in organized courses, workshops, or as a resource for individualized learning. One analyst suggests that this material would be a useful training tool in any setting for sensitizing others to the environmental needs of the elderly.

INTENT

DEVELOPERS' RATIONALE: The developer states that interior design plays an important role in any therapeutic environment and the effects of housing design on the elderly require close inspection.

GOALS AND OBJECTIVES: The overall goal of the audiocassette and script is to provide a therapeutic environment aimed at the whole elderly person and the fullest development of their assets. The objective of the audiocassette is to stimulate thought and discussion concerning the provision of such an environment.

SCOPE

CONTENTS: The audiocassette recording can be divided into three content units. The speaker, Barbara Laging, introduces her topic by describing problems in meeting the environmental needs of handicapped individuals. Next, she describes a game-like situation in which the elderly resident is the pawn and the players are the planning board, designers and staff of retirement homes. The object of the game is for the players to make the pawn as uncomfortable as possible while keeping him alive. Five steps are described by which retirement homes can be made mentally unhealthy for the elderly while being physically supportive. (The accompanying script spells out these steps.) She reaches her conclusion in a final section calling for more attention to the whole individual in environmental planning. (18 minutes)

METHODOLOGY: Analysts infer that the audiocassette is to be played to an audience and that the script may be read or used to follow the recording. The tape recording may then be used to stimulate discussion among the audience after it has been played.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts comment that the material is easily adapted to the user's needs. The material is well-presented, logically organized and provides constructive knowledge. It is not designed as a training material itself but is a useful audiotape resource for providing information about an important problem that should be included in training programs dealing with living arrangements for the elderly. It would be an especially useful resource to supplement educational experiences concerned with sensitizing learners to problems in environmental adaptation for the elderly. □

IN-HOME SERVICES FOR THE ELDERLY: A TRAINING MANUAL

IDENTIFYING INFORMATION

AUTHOR: Jane H. Hare

AVAILABILITY: Extension Division
The University of North Carolina
Chapel Hill, North Carolina 27514

PUBLICATION DATE: 1975

MEDIUM: Print (training manual) 79 pp.

SUBJECT AREAS: Health services: Paraprofessionals; Alternatives to long-term care; Needs assessment; Social services and community programs

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This manual was prepared for the North Carolina Governor's Coordinating Council on Aging.

APPLICATION

INTENDED USERS: The developers specify use of this material by instructors training in-home aides for the elderly.

CONTEXTS: The specified context is a formally organized course (80-120 hours) with an additional two to four weeks for in-service training.

INTENT

DEVELOPERS' RATIONALE: The developers address the need for supportive services which will enable older persons to live independently in their own homes for as long as possible. In-home care is a crucial support system aimed at maintaining this independence, therefore programs are needed to meet the demand for trained aides.

GOALS AND OBJECTIVES: The overall goal of this manual is to provide training to in-home aides in both the skills and knowledge necessary to care for the elderly. Specific purposes and objectives are provided for the first four sessions. The purpose of the first session involves exploring the need for services to older persons in their homes and to discuss ways of meeting this need. Specific objectives for this session are:

- To introduce the course
- To acquaint the participants with the need for services to older persons in their homes
- To familiarize trainees with community resources which can respond to the needs of older persons
- To develop within the group a sense of themselves as a resource to older persons

The purpose of the second session involves exploring aspects of the aging process in order to promote better understanding of the older person. The specific objectives are:

- To develop participant awareness of some of the myths or stereotypes related to the older person
- To provide the participant with information on three aspects of aging—physical, sociological and psychological
- To relate these aspects of aging to working with the older person

The stated purpose of the third session is two-fold in nature. It involves introducing techniques of home management which may be used in setting up an efficient daily routine and to provide information on home safety. The specific objectives are:

- To provide trainees with guidelines or techniques for efficient home management
- To consider ways in which to incorporate these techniques into daily routines
- To provide information on the proper use and care of commonly used home appliances
- To provide information on common causes of accidents to the older person
- To identify areas of safety hazards and to relate these to physical aspects of aging
- To develop an awareness of good safety habits

The fourth session lists as its dual purpose, emphasis on the importance and provision of stimulating and meaningful activities for older persons, and the examination of effective communications processes. The specific objectives are:

- To develop participant awareness of the need for stimulating activities for the older person
- To identify the points to be considered when planning and carrying out a recreational activity

- To demonstrate the construction of a file box from materials in the home
- To provide insights into methods of communication
- To enable trainees to relate personal experiences and values to concepts of communication
- To discuss ways of incorporating communication skills into interactions with other people

Sessions five through eleven are designed to teach home nursing skills as taught by the American Red Cross.

SCOPE

CONTENTS: This manual offers a sample design to be expanded and adapted by each agency that undertakes a program to train in-home aides. A total of twelve sessions are included with suggestions for supplementary sessions in a number of areas. The first four sessions are designed to be used by staff persons of councils on aging or similar agencies, with the content and suggested materials included. Two of these sessions are divided into two parts and the developers recommend separating these sessions and supplementing them with community resource persons and additional material. Sessions five through eleven should be conducted by a qualified home nursing instructor through arrangements with the instructor's local American Red Cross Chapter. The final session should be used for wrap-up and evaluation as well as to cover the details of assigning the students to supervised placements.

Session One: Introduction to a program of in-home services for older people (7 pages)

Session Two: Introduction to the aging process

This session includes information on myths and stereotypes about aging, background information on physical and emotional aspects of aging. (15 pages)

Session Three

Part One: Home management

This session includes guidelines for home management and the use and care of appliances in the home. (12 pages)

Part Two: Safety in the home

This session includes information on accidents and their prevention. (11 pages)

Session Four

Part One: Recreational activities

This session discusses the rationale for recreational activity and a list of possible activities for the elderly. (10 pages)

Part Two: Communications and human relations

This session discusses modes of communication as well as communication with the handicapped. (11 pages)

Session Five-Eleven: Home nursing skills

These sessions are to be taught by a trained instructor from the American Red Cross. Topics covered include health maintenance, the recognition of illness, personal services and diets, medicines and treatments. (4 pages)

Session Twelve: Wrap-up and evaluation

An evaluation form is included. (2 pages)

All sessions except those to be taught by the Red Cross include detailed objectives, procedures for carrying out those objectives, time allotments, a list of the materials needed, and any handouts that are called for.

The analysts feel that the coverage of material varies among the sessions. For example, the sessions on home safety and management provide extensive detailed information. The sessions on recreational activities and communications and human relations do not provide in-depth coverage of these areas.

METHODOLOGY: Detailed information on the method of instruction is provided for the first four sessions. A typical session would include a lecture, a discussion and a questionnaire assessing knowledge and/or skill. Each session recommends various methods of involving the participants such as participant interviews, role playing and autobiographical sketches. Handouts are included for most of the sessions.

MEANS OF EVALUATION: A wrap-up and evaluation session is included in the manual. The purpose of this session is to evaluate the program and make supervised placement assignments as well as to evaluate the trainees. An evaluation form is provided, but it is limited to evaluating one's impressions of the utility of the sessions. Oral group evaluation is also encouraged. It is left up to the American Red Cross home-nursing instructor to assess the skills of each trainee. The analysts feel that this evaluation session provides extremely limited information and recommend that each instructor use it only as a starting point for evaluation.

IN-HOME SERVICES FOR THE ELDERLY: A TRAINING MANUAL (Con't)

CRITIQUE

ANALYSTS' COMMENTS: Both analysts feel that this training manual would be quite useful to a novice instructor. A complete program is outlined and very directive information is provided. The success of the program depends on receiving assistance from an American Red Cross home-nursing instructor to fulfill the skill-related objectives of the course. Both analysts feel that trainers should revise and adapt this course to their own needs rather than directly following the manual. Several of the sessions need more material in order to make the training program thorough. □

THE LAW AND AGING MANUAL

IDENTIFYING INFORMATION

AUTHOR: David H. Marlin

AVAILABILITY: National Council of Senior Citizens, Inc.
1511 K Street, N.W.
Washington, D.C. 20005

PUBLICATION DATE: 1976

MEDIUM: Print (information resource) 147 pp.

SUBJECT AREAS: General aspects of aging; Legal aspects of aging

PROGRAM FUNDING: The research was performed pursuant to a grant from the Administration on Aging to the National Council of Senior Citizens, Inc.

PROGRAM DEVELOPMENT: This manual was sponsored by the National Council of Senior Citizens and compiled after eight years of experience with Legal Research and Services for the Elderly.

APPLICATION

INTENDED USERS: Professionals in aging and professionals in legal services.

CONTEXTS: The analysts feel that this resource would be useful in any context—workshops, practicums, organized courses, and individualized learning—although the developers do not specify any particular contexts for use.

INTENT

DEVELOPERS' RATIONALE: This resource is a result of an inspection of legal issues confronting older Americans. This resource was designed to promote the recognition of older persons as a minority group whose needs are important to the law.

GOALS AND OBJECTIVES: This resource is intended to serve as an introduction of the aging community to the legal profession and vice versa, an overview of the legal problems facing the elderly, and a practical guide for establishing legal representation for the elderly on state and local levels.

SCOPE

CONTENTS: Chapter One: Law and aging: Who is involved? This chapter describes the aging community and the legal community in the United States. (13 pages)

Chapter Two: Law and aging: What are the issues? Topics covered include income maintenance, health and medical services, and housing for the elderly as well as the description of a useful, productive life for the elderly involving community services and legal protection. (14 pages)

Chapter Three: Law and aging: How can resources best be used?
Topics describe the development of legal resources for the elderly, funding of legal programs for the elderly, and the evaluation of legal programs for the elderly. (26 pages)

Chapter Four: Law and aging: Successful project profiles
Nineteen profiles of legal service projects for the elderly are provided. (20 pages)

Appendices
The appendices include lists of major federal programs benefiting the elderly, regional offices of AoA, paralegal training programs, programs of legal assistance to the elderly, Title IX contractors and sponsors, ACTION offices, state directories of foundations as well as a legal assessment questionaire, a lawyer reference service survey, and a sample reporting form for Title III Older Americans Act Legal Program. (68 pages)

METHODOLOGY: No methodology is implied by the developers as this is meant to be an informational resource rather than a training tool. The methodology is left up to the user.

CRITIQUE

CURRENCY OF CONTENT: One analyst comments that agencies and projects as well as the specific people to contact about issues on law and aging are in constant flux. Therefore some of the names and addresses listed as contacts in the resource may not be current.

ANALYSTS' COMMENTS: Both analysts feel that this resource is usable and excellent. The authors present a quick, informative, and basic view of both the aging and legal communities by introducing the actors and describing the roles they play. They make specific suggestions about finding legal resources and funding. Furthermore, they provide many programmatic ideas in a very practical how-to-do-it sense. Both analysts agree that the resource provides needed information on the legal aspects of aging. □

A COMPARATIVE VIEW OF AGING

IDENTIFYING INFORMATION

AUTHOR: Gary R. Smith

AVAILABILITY: Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80210

PUBLICATION DATE: This work is not published. It was distributed to a limited audience for experimental purposes.

MEDIUM: Print (training manual) 96 pp.

SUBJECT AREAS: General aspects of aging; Cross-cultural aging

PROGRAM FUNDING: The U.S. Office of Education provided partial support for the development of this manual.

APPLICATION

INTENDED USERS: Though the developers do not specify users of this manual, analysts infer that the material is designed for junior and high school students; however they feel that it could also be effectively used (or modified for use) with undergraduates, graduate students, educators in aging and older adults.

CONTEXTS: Developers do not specify the context in which the material is to be used. However, analysts infer that it was designed to be used in a formally organized course of short or regular length. They suggest that it could also be used in a workshop or in in-service training.

INTENT

DEVELOPERS' RATIONALE: The developers feel that students should be given opportunities to examine their preconceptions about aging and to become knowledgable about cross-cultural similarities and differences among older people. In this way students can avoid blindly stereotyping older people.

GOALS AND OBJECTIVES: Overall goals of this material are to demonstrate to students their preconceptions about aging, and to make students aware that their own views and preconceptions are not universally held. It is hoped that upon completing the unit the student will have begun to redefine his or her roles in relation to old people and the process of aging. The developers have formulated overall cognitive, affective and skill objectives for the course, some of which are listed below:

- To examine and evaluate personal and societal attitudes towards aging by exposing conscious and unconscious elements which have contributed to and are contributing to present perceptions
- By making cross-cultural comparisons, to be able to redefine aging and the problems of old age in a broader, global context
- To recognize that our behavior toward and perceptions about older people can be changed
- To evaluate our attitudes and behavior in terms of the functioning of a future global society
- To gain a sense of empathy with old people, the aging process and the problems of the elderly through interpersonal and intergroup contact
- To hypothesize about alternative futures for the elderly and the students' roles in the future
- To gather, tabulate and analyze raw data, and form hypotheses regarding personal and community attitudes toward aging and old age

SCOPE

CONTENTS: The material is presented as a series of eighteen activities to be introduced to students by the instructor.

Activity One: My views
This includes a survey designed to bring out students' perceptions of aging and old people. (2 pages)

Activity Two: Act your age
This activity involves categorizing pictures according to whether they represent people who are acting their age or not acting their age and is designed to create awareness about age stratification and role expectations. (4 pages)

Activity Three: Personal feelings about old age
This activity elicits personal statements of feelings about aging. (4 pages)

Activity Four: We are now 70

This activity involves role-play by students on their perceptions of the aged; these perceptions are evaluated by subsequent role-play by the aged themselves. (3 pages)

Activity Five: Statistical profile of America's elderly (4 pages)

Activity Six: 161 years old?

This activity explores cases of exceptional longevity and possible social and environmental factors involved. (3 pages)

Activity Seven: Counting the age groups in the community (3 pages)

Activity Eight: Community survey on aging and death (3 pages)

Activity Nine: Life perspective

This activity involves a multi-age survey to assess at what relative age people develop a foreshortened time perspective in our society. (3 pages)

Activity Ten: Miscellaneous community activities on aging (2 pages)

Activity Eleven: Greeting cards and cartoons

This activity uses a collection of greeting cards and cartoons to illustrate stereotyping of the aged. (3 pages)

Activity Twelve: Youth for sale

This activity involves an inquiry into the value that society places on youth and staying young. (5 pages)

Activity Thirteen: What's it like to be old?

This activity includes a comparison of the attitudes of the elderly in two countries toward old age and aging. (9 pages)

Activity Fourteen: Slow down

This is an experiential activity of what it is like to function slower intellectually. (24 pages)

Activity Fifteen: The Ik tribe

This activity discusses ways in which socialization and culture determine societal attitudes toward aging. (5 pages)

Activity Sixteen: Aging with grace and disgrace

This activity involves a comparison of the Israeli kibbutz and Japan. (4 pages)

Activity Seventeen: Which country is best?

This activity involves a comparison of four hypothetical societies and ranks them according to which are perceived as best for elderly people. (7 pages)

Activity Eighteen: Conclusion: My views reconsidered (1 page)

METHODOLOGY: As the means of instruction, the developers specify the use of lecture, instructor centered and small group discussions, experiential techniques, role-playing, attitudes and informational surveys, and questionnaires. For each activity, comprehensive directive information is provided to the instructor, including session objectives, time and materials needed, instructions to students, and questions for discussion.

MEANS OF EVALUATION: In order to be aware of any change in students' perceptions of aging and the aged as a result of the course, a survey entitled My Views which is completed by students at the beginning of the course, is re-evaluated by them at the end of the course. Here, they are asked to review the survey and write about the ways they feel their views about aging have changed. The survey asks students to rate their perceptions of older people on dimensions such as kind-cruel, happy-sad, and useless-useful. There is no means of measuring skills or knowledge gained as a result of the course.

INSTRUCTOR PREPARATION: Although each session contains detailed and easy to follow instructions for the teacher, it is necessary that the teacher prepare lectures and other activities for each session. In addition, it should be noted that various audio-visual aids were called for but were not available for examination nor was there any information about how they are to be obtained. One analyst states that some prior knowledge of aging in the U.S. and other countries would be useful but not essential preparation. The analyst suggests that a bibliography at the end of the manual would be a useful addition.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts rate this material as usable and excellent. One analyst rates this manual as one of the better compilations of exercises on attitudes toward aging. This analyst commends the easy-to-use format and the color-coding and numbering system which clearly identifies student handouts and instructor's directions for each

activity. Analysts agree that the manual contains valuable activities and creative exercises to use in dealing with attitudes about aging for a number of audiences.

One analyst comments that identification of target audiences and contexts would have been useful. This analyst also states that the title of the manual is deceptive in that it suggests a greater emphasis on cross-cultural study than is actually given. The material is labeled by one analyst as an exciting approach to the examination of the roles that attitudes toward aging play in the aging process. □

MINORITY AGING

IDENTIFYING INFORMATION

AUTHOR: E. Percil Stanford

AVAILABILITY: Center on Aging, School of Social Work
San Diego State University
San Diego, California
(*Minority Aging* is currently out of print)

PUBLICATION DATE: 1974

MEDIUM: Print (conference report) 175 pp.

SUBJECT AREAS: Minority aging; Cross-cultural aspects of aging

PROGRAM FUNDING: The Institute on Minority Aging was funded by a grant from the Manpower Development Division (Formerly Title V) of the Administration on Aging. (Grant No. AoA 94-P-76-036/9-01).

PROGRAM DEVELOPMENT: This handbook is a report of the proceedings of the Institute on Minority Aging, January 1974, Center on Aging, San Diego State University.

APPLICATION

INTENDED USERS: The developers do not specify potential users but the analysts feel that these institute proceedings could be used as a resource by trainers, educators, graduate students, and professionals in sociology and gerontology.

CONTEXTS: These institute proceedings are comprised of keynote speeches, workshops, reports and bibliographic references that could be used in lectures, small group discussions and individualized instruction as well as a resource for workshops, in-service training and practices.

INTENT

DEVELOPERS' RATIONALE: The developers organized the Institute in order to begin to

synthesize knowledge that would provide realistic information for moving ahead in specific areas of practice in minority aging which are agreed upon by individuals of diverse cultural backgrounds.

GOALS AND OBJECTIVES: The overall goal of the various papers and discussions is to provide clarification on some of the common problems in minority aging and to suggest approaches to some of those problems. Specific questions to be answered are:

- What have been the experiences of the formative years for the minority group older person?
- Has the person always lived in this country?
- What have been their work and leisure patterns?
- What has been their religious preference?
- How do they view themselves as aging individuals?

SCOPE

CONTENTS: Part One: Keynote speeches

- Growing old in the ethno-system (by Dr. Barbara Solemon) (7 pages)
- NIMH and aging (by Mr. K. Patrick Okeera) (5 pages)
- The aging minority (by Mrs. Luisa L. Trinidad) (3 pages)
- The older American Indian—some considerations (by Rev. Harry Long) (3 pages)
- The Spanish heritage elderly (by Mr. Pablo Sanchez) (8 pages)

Part Two: Workshops

- Social policy workshop (15 pages)
- Service delivery and consumer participation workshop (23 pages)
- Health and environment workshop (13 pages)
- Curriculum development workshop (8 pages)
- Research workshop (11 pages)
- Theory workshop (8 pages)

Part Three: Summary reports on each workshop (23 pages)

Part Four: Appendices

The appendices include the following:

- preliminary report of the Institute on Minority Aging (3 pages)
- program of the Institute
- list of participants (7 pages)
- bibliography (15 pages) including books, journal articles, American Indian newspapers, documents and unpublished materials on minority aging

METHODOLOGY: No methodology is suggested by the developers; the analysts feel that the information provided may be adapted for use in a variety of ways.

CRITIQUE

ANALYSTS' COMMENTS: The analysts feel that the extensive bibliographic listing is extremely useful. One analyst comments that the printed matter does not give detailed explanation of lifestyle differences and that the photographs appear contrived. Both analysts feel that this material is useful as a source of information on minority aging and current trends in research. □

PLANNING HANDBOOK: TRANSPORTATION SERVICES FOR THE ELDERLY

IDENTIFYING INFORMATION

AUTHORS: Institute of Public Administration

AVAILABILITY: The Administration on Aging
Department of HEW
Washington, D.C. 20201
DHEW Publication No. (OHD) 76-20280

PUBLICATION DATE: 1975

MEDIUM: Print (self teaching guide) 267 pp.

SUBJECT AREAS: Transportation; Planning and program administration; Needs assessment

PROGRAM FUNDING: This handbook was sponsored by the Administration on Aging of the Department of Health, Education and Welfare under Grant Number 93-P-57405/1-01.

PROGRAM DEVELOPMENT: This text was developed for the Administration on Aging by the Institute of Public Administration, whose staff visited various transportation systems, projects and vehicle manufacturors prior to developing the handbook.

APPLICATION

INTENDED USERS: The target groups for whom the handbook was prepared are the professional staffs of the Area Agencies on Aging (AAA's), State Agencies on Aging, and other groups concerned with the elderly and aging. It can also be used by others interested in developing special transportation services.

CONTEXTS: It is implied that this handbook is to be used as a reference, a how-to manual designed to help bridge a technical gap. One analyst infers that it could easily be used as a text for a short course.

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INTENT

DEVELOPERS' RATIONALE: The developers specify that the planning, implementation and operation of transportation services for special-need groups often depends on the participation of persons of diverse professional orientations. Specific transportation planning experience may not be available to a prospective project, in order to help the project develop the impetus which knowledgeable design and careful targeting of the services may produce. The handbook was undertaken, therefore, to help bridge this technical gap.

GOALS AND OBJECTIVES: The overall goal of this handbook is to provide guidance and assistance in the designing and running of a special transportation service. The specific objectives are to identify all of the steps and procedures that would be needed to bring a transport project into operation from the initial planning to the start-up phase.

SCOPE

CONTENTS:
- Section One: Getting started (9 pages)
- Section Two: Building a sound data base (34 pages)
- Section Three: Designing the service (31 pages)
- Section Four: Selecting the right equipment (44 pages)
- Section Five: Running the project (41 pages)
- Section Six: Putting the budget together (24 pages)
- Section Seven: Monitoring and evaluation (23 pages)
- Section Eight: Paying for the project (32 pages)
- Section Nine: Some problems to watch for (14 pages)
- Appendices

The appendices include some sample survey forms, a route information chart, a list of vehicle suppliers, and a layout for operating expense analysis. (15 pages)

Coverage is comprehensive, with many illustrations, i.e. forms, sample pages from census reports, schedule charts, tables of funding sources, etc. One analyst comments that the extensive depth and

scope of information presented may be cumbersome for the program administrator looking for quick answers. Care has been taken, though, to present the information in as clear and straightforward a format as the subject allows.

METHODOLOGY: It is to be used as a how-to reference manual. No specific methodology is implied for use with the text.

INSTRUCTOR PREPARATION: If this is to be the basis for a training program, considerable preparation is necessary, for no direction is provided regarding the structuring of an educational experience.

CRITIQUE

CURRENCY OF CONTENT: The census examples are from 1970 with updates not mentioned.

ANALYSTS' COMMENTS: This handbook is described as an extremely useful guide for program administrators. It provides an introduction to the use and supplementation of basic data sources for needs assessment; an orientation to principles of survey design and administration; and examples of administrative tools that could be adapted for use in managing various programs—not just transportation. In addition, detailed information is provided regarding technical transportation issues.

One analyst comments that a novice who read and assimilated all the information provided in this guide would no longer be a novice. The guide reads well, which is a major strength. Its weaknesses lie in its rather dull report-like format, its lack of a bibliography to direct the reader to other information sources (although certain other sources are footnoted), and its lack of an instructional design.

□

AGING AND ORGANIC BRAIN SYNDROME

IDENTIFYING INFORMATION

AUTHORS: Alvin I. Goldfarb
Shervert Frazier

AVAILABILITY: Health Learning Systems, Inc.
1455 Broad Street
Bloomfield, New Jersey 07003

PUBLICATION DATE: 1974

MEDIUM: Print (Monograph) 23 pp.

SUBJECT AREAS: Physiological, psychological and medical aspects of aging; Professionals in health services; Mental health

PROGRAM FUNDING: This monograph was funded from a grant by: McNeil Laboratories, Inc.
Fort Washington, Pennsylvania

APPLICATION

INTENDED USERS: The developers specify that this monograph is intended for use by physicians. The analysts feel that this monograph would be useful to any professional in the field of aging.

CONTEXTS: The developers specify that this monograph is to be used as an aid to the physician in diagnosis. The analysts feel that it can also be adapted for use as a resource in formally organized courses for graduate students, or as a resource for workshops, training sessions and individual use by professionals in the field of aging.

INTENT

DEVELOPER'S RATIONALE: The developers propose to fill a gap in knowledge about psychiatric disorder in a geriatric patient. They feel that cerebral arteriosclerosis has been overcited as a cause of disorder, and that the possibility of organic brain syndrome has often been overlooked.

AGING AND ORGANIC BRAIN SYNDROME (Con't)

GOALS AND OBJECTIVES: This monograph is designed to serve as a practical guide for the physician, to help him recognize the most common mental disorders of the aged, to aid in determining what is treatable and to assist him in providing the best possible patient care.

SCOPE

CONTENTS: Part One: Defining the problem

The topics covered include aspects of epidemiology, mental disorders of the aged and characteristics of organic brain syndrome (6 pages).

Part Two: Recognizing the problem

The topics covered include aspects of the office diagnosis, the medical workup, diagnosis by more specialized tests, and disorders of affect and thought content. A copy of the Mental Status Questionnaire is included (8 pages).

Part Three: Treating the problem

The topics covered include aspects of the living environment and the challenge and the reward for the physician (4 pages).

METHODOLOGY: No methodology is apparent from the monograph; the analysts propose that the method for using this monograph as a resource is up to the reader. One analyst suggests that this monograph could be easily used in a lecture situation.

CRITIQUE

BIAS OF CONTENT: One analyst feels that there is a bias towards drug use and institutionalization as methods of treatment, and that there is limited attention given to social aspects of aging. This analyst comments that the bias towards drug use in the monograph may be due to the fact that a pharmaceutical firm financed the project. One analyst feels that the author does not emphasize enough caution in interpreting the Mental Status Questionnaire, and that the author uses the term senile too freely and without explication.

ANALYSTS' COMMENTS: The analysts feel that the monograph is usable as it is, and is a clear and consise overview of the problem. The language, though somewhat technical, is still understandable to professionals other than physicians. One analyst comments that the monograph emphasizes a need for attitude change on the part of physicians towards the elderly, and that this material is an important step in that direction. □

MULTIDIMENSIONAL FUNCTIONAL ASSESSMENTS: THE OARS METHODOLOGY

IDENTIFYING INFORMATION

AUTHOR: Eric Pfeiffer

AVAILABILITY: OARS Program
Box 2914
Duke University Medical Center
Durham, North Carolina 27710
Cost: $6.00

PUBLICATION DATE: c. 1975

MEDIUM: Print (training manual) 134 pp.

SUBJECT AREAS: Training techniques and design; Assessment of clients

PROGRAM FUNDING: The OARS Project (Older Americans Resources and Services) was funded by grants from the Administration on Aging, the Health Resources Administration and the Social and Rehabilitation Service. These funds allowed the OARS Project to develop strategies and instruments for the assessment of impaired adults that have been field-tested and found to be highly reliable.

PROGRAM DEVELOPMENT: This manual was developed after four years of detailed work and revision at the Duke University Center for the Study of Aging and Human Development at the request of the Administration on Aging (1971).

ADDITIONAL COSTS: These costs would be incurred at the two day training session conducted by the OARS Project at Duke University.

APPLICATION

INTENDED USERS: The developers suggest that this training manual is most useful for health care practitioners and health care planners but it has been designed for use by both professionals and nonprofessionals alike.

CONTEXTS: The analysts infer that this resource may be used in workshops, in-service training or practicum settings. The developers of the manual feel that a formal training period of two days by the OARS Project Staff is necessary for successful use of this resource.

INTENT

DEVELOPERS' RATIONALE: The developers state that this manual was produced to provide a reliable and valid practical assessment methodology that had previously been lacking in the field of aging.

GOALS AND OBJECTIVES: The principal goal of this manual is to describe a technology for assessment of multiple areas of functioning, providing a comprehensive profile of individuals in order to avoid premature judgments about what is wrong and about what services are indicated. Specific objectives involve:

- Giving decision makers a basis upon which to plan services
- Helping locate those elderly persons in greatest need for services
- Assisting all persons in the health and social services professions to systematically evaluate the elderly population

SCOPE

CONTENTS: Chapter One: Multidimensional functional assessment: Why and how (author: E. Pfeiffer)

This chapter first describes general desirable characteristics of an assessment methodology and then describes the specific characteristics of the OARS Multidimensional Functional Assessment Strategy developed at Duke University. This is followed by discussions of the applicability of the OARS method to other programs and information about other support services available. (22 pages)

Chapter Two: Administration of the OARS Multidimensional Functional Assessment Questionnaire (author: C. Service)

This chapter describes the administration of the questionnaire, the rating process and an outline of the questions. (16 pages)

Chapter Three: Reliability and validity of the OARS Multidimensional Functional Assessment Questionnaire (author: G. Fillenbaum)

This chapter describes the development of the questionnaire and an assessment of its reliability and validity. (12 pages)

MULTIDIMENSIONAL FUNCTIONAL ASSESSMENTS: THE OARS METHODOLOGY (Con't)

Chapter Four: Application of the OARS methodology to three populations of the elderly: A report to the community

This chapter includes some background information, a survey of community-resident elderly, a survey of the clinic population and a survey of institutionalized elderly. (28 pages)

Appendices

The appendices include the complete OARS questionnaire (33 pages) and a list of 24 generic services with descriptions and definitions of these services. (13 pages)

METHODOLOGY: This manual is to be used as a resource describing the OARS Project. A two day training period at the OARS Project is required for complete utilization of the methodology described in the manual.

CRITIQUE

ANALYSTS' COMMENTS: The analysts feel that this manual is a usable and excellent overview of a methodology if it is followed through with the two day training session, and that it would not be usable without the session. One analyst comments that the instruments used by the OARS Program appear to be thoroughly tested and are highly reliable. The everyday language used in the questionnaire is considered an advantage of the OARS Program. One analyst comments that a problem with this methodology is that the untrained interviewer may attempt this questionnaire without first acquiring the necessary skills and knowledge. □

AGING AND MENTAL HEALTH: POSITIVE PSYCHOSOCIAL APPROACHES

IDENTIFYING INFORMATION

AUTHORS: Robert N. Butler
Myrna I. Lewis

AVAILABILITY: C.V. Mosby Company
St. Louis, Missouri
Cost: $8.50

PUBLICATION DATE: c. 1977 (2nd edition)

MEDIUM: Print (text) 365 pp.

SUBJECT AREAS: General, physiological, psychological, and social aspects of aging; Mental health

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This book developed out of the authors' experiences working in the field of psychotherapy.

APPLICATION

INTENDED USERS: The developers suggest that this book is of use to mental health specialists, ministers, physicians, social workers, nurses and all others who deal with emotional crises that confront older persons. Analysts infer that this book may also be of use to graduates and undergraduates with some background in psychology, sociology or gerontology who are interested in aging.

CONTEXTS: Analysts suggest that this material would be useful as a resource for a formally organized course, a workshop, an in-service training, a practicum, or an individual learning experience.

INTENT

DEVELOPERS' RATIONALE: The developers address the need to orient workers in the field as well as older lay persons toward a healthy and realistic attitude

toward aging. They stress the need for a basic education on the nature of old age and its problems in order to increase the quality of mental health care of the elderly.

GOALS AND OBJECTIVES: The authors hope that readers of this book achieve a better understanding of older people and their problems—from physical, social, cultural and economic points of view. The authors also hope to educate the readers as to practical and positive approaches of evaluation, treatment and prevention of mental disorders in the later years of life.

SCOPE

CONTENTS: Part One: The nature and problems of old age

Chapter One: Who are the elderly? (14 pages)

Chapter Two: Healthy, successful old age (17 pages)

Chapter Three: Common emotional problems (18 pages)

Chapter Four: Functional disorders (23 pages)

Chapter Five: Organic brain disorders (17 pages)

Chapter Six: Special concerns (racism, sexism, retirement, crime, alchoholism, deafness, blindness, sexuality) (27 pages)

Chapter Seven: Older people and their families (14 pages)

Part Two: Evaluation, treatment and prevention

Chapter Eight: General treatment principles (21 pages)

Chapter Nine: Diagnostic evaluation: how to do a work-up (53 pages)

Chapter Ten: How to keep people at home (25 pages)

Chapter Eleven: Proper institutional care (27 pages)

Chapter Twelve: Psychotherapy and environmental therapy (18 pages)

Chapter Thirteen: Drug and electroshock therapy (11 pages)

Chapter Fourteen: Treatment of specific conditions (14 pages)

Chapter Fifteen: Old age and the future (11 pages)

Appendices

- Sources of gerontological and geriatric literature (2 pages)
- Organizations pertaining to the elderly (3 pages)
- Government programs for the elderly (3 pages)
- Grant programs and social services (3 pages)
- Training and education in gerontology and geriatrics (1 page)
- Staff in-service education material for work with older people (2 pages)

METHODOLOGY: The developers leave the methodology up to the user. Analysts recommend that the material be used as a resource for preparing lectures and instructor-centered discussions, or for self instruction.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts rate the book as usable and excellent. One analyst feels that the appendices would be particularly helpful to someone needing an introduction to the field of aging and mental health. The other analyst commends the book for its positive approach to aging. This analyst notes that *Aging and Mental Health* is one of the basic books recommended by experienced mental health professionals working with older adults to those new in the field. □

WORKING WITH THE ELDERLY: A TRAINING MANUAL

IDENTIFYING INFORMATION

AUTHORS: E.S. Deichman
C.P. O'Kane

AVAILABILITY: D.O.K. Publishers, Inc.
Buffalo, New York 14214
Cost: $9.85

PUBLICATION DATE: 1975

MEDIUM: Print (training manual) 144 pp.

SUBJECT AREAS: General aspects of aging; Physiological aspects of aging; Psychological aspects of aging; Paraprofessionals and professionals in health services; Long-term care staff education and training; Planning and program administration; Reality orientation; Rehabilitation; Volunteers

PROGRAM FUNDING: This manual was funded by a grant from the New York State Division of Manpower.

PROGRAM DEVELOPMENT: The development of this manual was sponsored by the Department of Occupational Therapy, School of Health Related Professions, SUNYAB, and the New York State Department of Health.

APPLICATION

INTENDED USERS: The developers specify that this manual be used in training programs for activity leaders in long-term care facilities. Analysts infer that it may also be appropriate for use as an information resource by professionals such as social workers, therapists and nurses who work with the elderly in long-term care.

CONTEXTS: The developers specify that this manual be used in a training workshop. Analysts infer that it may also be used as a resource in a formally organized course or in an individual learning situation.

INTENT

DEVELOPERS' RATIONALE: In 1967 the New York State Hospital Code, nursing home section, mandated that each nursing home should have an activity program and should hire a person to plan, organize and run such a program. This manual was designed as part of a training program for such activity leaders.

GOALS AND OBJECTIVES: The overall goal of this manual is to help trainees to see each patient as an individual with varied life experience, and to help him make a plan enabling the patient to live as full a life as possible in a nursing home. Three stated objectives are:

- To be able to demonstrate competency in the planning and carrying out of activities which increase participation for the elderly in their social environment
- To learn specific techniques in a milieu therapy setting which are conducive to the individual's achievement of his maximum level of function
- To be able to apply creative and original thinking in developing the techniques required for the above objectives

SCOPE

CONTENTS: The main body of the manual (Sections One, Two and Three) consists of lectures given by speakers at the Lake Area Education Center's activity leaders training program in March and April of 1973. The schedule of events for the training program is contained in the appendix.

Section One: Essential concepts

- The activity program—its purpose and relationship to daily life (3 pages). (Authors: E. Deichman and C. O'Kane)
- Destruction of the identity (2 pages). (Author: V. McIver)
- Psychological aspects of the aging process (4 pages). (Author: A.J. Loman)
- Ways of living and dying (3 pages). (Author: C. O'Kane)
- Hello—an attitude of positive expectancy (4 pages). (Author: E. Deichman)
- Professional ethics (3 pages). (Author: G. Sterns)

Section Two: The specialist's approach

- A social worker looks at the problems of the elderly (3 pages). (Author: J. Costantino)
- A director of hospital services looks at the need for a social worker in the care of the elderly (2 pages). (Author: V. McIver)
- A registered nurse considers nursing attitudes to the elderly (2 pages). (Author: V. McIver)
- A physical therapist considers physical therapy in relation to the treatment of the elderly (4 pages). (Author: D. Shaw)
- An occupational therapist considers occupational therapy with the elderly (3 pages). (Author: C. Schwartz)
- A speech therapist considers speech and hearing problems for the elderly (8 pages). (Author: D. Battle)
- A rehabilitation consultant considers the problems of diminishing vision in an aging population (6 pages). (Author: R.H. Fabry)

Section Three: Opportunities for developing creative and original activities

- The relationship of the activities program to restorative services provided for nursing home patients (3 pages). (Author: A. Mellinger)
- Basic principles in working with the elderly (4 pages). (Author: M. Kirchhofer)
- Remotivation (4 pages). (Author: D. DeCarr)
- Reality orientation (6 pages). (Author: D. Livingston)
- Activities—how to use them, who to involve in their preparation and presentation (10 pages). (Author: M.J. Carroll)
- The value of music. Suggestions for how to use music with the elderly (6 pages). (Author: L. Gordo[illegible])
- Volunteers—the value to the total [illegible]rogram of good volunteers (4 pages). (Author: B.A. Reilly)

Appendices:

- Evaluation of the Lake Area Education Center's activity leaders training course (9 pages). (Author: R.F. Corrigan)
- Simple rules for reality orientation in working with persons who are confused (1 page). (Author: R. Hunt)
- Some essentials in program planning (2 pages). (Author: P. Armstrong)
- Outline for patient profile—social service department (1 page). (Author: P. Armstrong)
- Some philosophical objectives for an activities program in a nursing home or intermediate care facility (1 page). (Author: P. Armstrong)

- Procedure for planning a party (2 pages). (Author: C. Schwartz)
- Sample calendar (4 pages). (Authors: B.W. Rodman and P.B. Bagley)
- Course outline for activity leader training program (6 pages).
- Contributors' biographies (16 pages).
- Possible further reading (5 pages).

METHODOLOGY: The course outline implies a number of different methodologies, including lecture, large group discussion, small group discussion, and experiential training such as role-playing and visiting a nursing home. However, all but the lectures are left up to the design of a program developer.

The course outline specifies the program's taking place over two five day periods approximately three weeks apart. Each of the two sessions takes up about 32 hours. A typical daily session follows:

9:30-10:45	Lecture on reality orientation
10:15-10:45	Small groups. Each group to become involved in associations relating to a birthday
10:45-11:00	Application for use with residents
11:00-12:15	Coffee. Lecture on dynamics of aging
12:30-1:30	Lunch
2:00-3:30	Lecture on medical aspects of aging
3:45-5:00	Lecture on relationship of activities to restorative services
6:00-7:00	Dinner (ask participants to bring to the evening session a number of personal items that they would take as new residents to a long term facility)
7:30-9:00	Small groups. Role playing, communications
9:00-9:30	Large group session. Discussing and review

INSTRUCTOR PREPARATION: In order to carry out an activity leader's training program like that specified by the outline, the instructor must have knowledge of types of nursing home activities and their value for the residents, as well as an expertise in gerontology, nursing homes and program planning. In addition, the instructor should be skilled in facilitating group discussion and in leading small group exercises such as role-playing. Topics for discussion and for role playing must be developed by the instructor.

MEANS OF EVALUATION: The Lake Area Center's activity leader's training program was evaluated by means of a questionnaire which was given to participants upon completion of the program and again six months later. The questionnaire and its results are reproduced in the training guide. The questionnaire asks the participants to rate the program's effectiveness in increasing knowledge in specific areas and to rate the usefulness of various aspects of the program, such as lectures, discussions, films, craft demonstrations, etc.

CRITIQUE

ANALYSTS' COMMENTS: Analysts rate the manual as usable, but they stress that an instructor could not present the sessions indicated in the course outline by relying solely on the materials in the manual. Much more detail on method is needed in order to effectively carry out the outlined course. However, the papers presented in the manual are excellent background materials for the trainer and could be used as lecture content.

One analyst describes a lack of creative programming and innovative suggestions for activities in the manual. □

HOUSING FOR THE ELDERLY: A TRAINING MANUAL

IDENTIFYING INFORMATION

AUTHOR: James S. McCullough

AVAILABILITY: Extension Division
The University of North Carolina
Chapel Hill, North Carolina 27514

PUBLICATION DATE: 1975

MEDIUM: Print (training manual) 42 pp.

SUBJECT AREAS: Housing

PROGRAM FUNDING: Not specified

APPLICATION

INTENDED USERS: The developers specify that this manual be used in training the staff members of local agencies which counsel elderly clients on housing problems.

CONTEXTS: The analysts infer that the manual be used as a resource for a workshop, for in-service training, or for a formally organized short course.

INTENT

DEVELOPERS' RATIONALE: The manual is designed to educate trainees as to the importance of considering the housing needs of the elderly not just in terms of adequate physical shelter, but from social and economic aspects as well.

GOALS AND OBJECTIVES: At the end of the training session, the participant is expected to be an effective housing counselor for the elderly client. Specifically the participant should be able to:

- Help the elderly client understand his or her particular housing problem
- Assist the client in securing the most suitable housing available

- Appraise different housing needs of the elderly in the community and communicate useful information to local planners who design housing assistance programs for the community

Specific objectives are cited for each of five two-hour training sessions. For example, following session one, each participant should be able to:

- List and describe the major housing problems faced by many older persons
- Identify and discuss some of the causes for the elderly's housing problems
- Identify some of his or her own biases

SCOPE

CONTENTS: Detailed instructional guidelines and all necessary materials for each of the five sessions are included in the manual.

Session One: Introduction to housing problems of the elderly

In this session, which contains information about the elderly's most prevalent housing problems, the participants play an instructional game called Housing for the Elderly. (9 pages)

Session Two: Locational factors in housing for the elderly

Trainers develop and discuss a checklist of important locational factors for elderly households. (2 pages)

Session Three: Economic aspects of housing

Trainees learn how to calculate total housing costs, how to apply information gained in the session to a realistic counseling situation, and how to go about collecting relevant information on housing cost. (7 pages)

Session Four: The housing counseling process

Trainees learn strategies for making contact with potential clients in the community and become aware of the advantages and disadvantages of various types of available housing. (9 pages)

Session Five: Problems of relocation for the elderly

The trainee learns what moving can mean to the elderly, and how the counselor can assist the client in getting through the most difficult phases of the moving process. (6 pages)

One analyst feels that the content presupposes that the trainees are already familiar with basic concepts in counseling.

METHODOLOGY: Each of the five sessions is approximately two hours in length. The sessions are complementary and are designed to be taught in the sequence in which they are presented. The training sessions are built around extensive class participation, utilizing several class exercises, discussion groups and handout materials. The manual contains guidelines for discussion in each session. The author suggests that the trainer may either conduct a session exactly as it is designed or may adapt the material to his or her own style, including ideas and information that are relevant to a particular group.

Session three, a typical session, includes such guidelines for the instructor as the following:

- State the purpose of the session
- Give each participant a copy of the reading, "The cost of housing"
- Allow about 25 minutes for reading
- Give each participant a copy of the homework exercise, "How much do you think you pay for housing"
- Read over the instructions on the exercise. Allow 15 seconds for completion of part A

INSTRUCTOR PREPARATION: One analyst feels that standard teacher training is adequate for instructing this course. However, the second analyst feels that the instructor should be knowledgable about housing problems as well as about the counseling process.

CRITIQUE

ANALYSTS' COMMENTS: One analyst feels that the material is usable as is, stating that the manual is well designed to provide a limited amount of information and skill to a relatively select group (i.e., housing counselors for the elderly). However, the analyst implies that the manual could be improved by increasing the number of training sessions and providing users with a bibliography.

The second analyst feels that the manual is usable with some adaptation. The analyst implies that trainees may need prior experience in counseling since no training in this capacity is provided by the material itself. □

COMMUNICATION SKILLS FOR THE GERONTOLOGICAL PRACTITIONER

IDENTIFYING INFORMATION

AUTHORS: Lois Greenberg
Betty Fatula
Dennis R. Hameister
Tom Hickey

AVAILABILITY: The Gerontology Center
Amy Gardner House
The Pennsylvania State University
University Park, Pennsylvania 16802
Cost: $12.50

PUBLICATION DATE: c. 1976

MEDIUM: Print (training manual) 78 pp.

SUBJECT AREAS: Communication skills

PROGRAM FUNDING: Development of this manual was funded by Pennsylvania State Government appropriations to the University and by the Department of Public Welfare, Commonwealth of Pennsylvania.

PROGRAM DEVELOPMENT: This manual is one of a series of programmed short-term modules in gerontology, prepared at Pennsylvania State University's Gerontology Center of the College of Human Development.

APPLICATION

INTENDED USERS: Analysts infer that the manual is to be used in teaching communication skills to adults who provide direct services to older people.

CONTEXTS: The developers specify that the material be presented in a short course, of five two-hour sessions, or expanded by the trainer into a more lengthy course. One analyst suggests that the material might also be used in a workshop or in in-service training.

INTENT

DEVELOPERS' RATIONALE: The developers feel that it is important that those working in gerontology be able to understand the elderly and to communicate that understanding to them.

GOALS AND OBJECTIVES: The overall objective of this program is to teach trainees the skills necessary to communicate on an effective level, so that their work with the elderly will be more meaningful both for them and for the elderly person.

SCOPE

CONTENTS: Part One: General training instructions
This section suggests ways of facilitating group discussion and adult learning, recommends qualifications for both trainer and trainee, and suggests procedures for evaluating the training program. (20 pages)

Part Two: Communication skills for the gerontological practitioner

Session One: An introduction
This session includes an introductory lecture, a pre-test, and role playing and communications exercises. (6 pages)

Session Two: Nonverbal communication (14 pages)

Session Three: Verbal communication—Part One (8 pages)

Session Four: Verbal communication—Part Two (6 pages)

Session Five: Communication distortion through personal spatial behavior (10 pages)

Part Three: Evaluation: Pre-test, post-test form (2 pages)

Part Four: Appendices
Appendices include a vocabulary of affective words and a questionnaire to assess the reactions of participants to the session. (11 pages)

Part Five: Bibliography (2 pages)

METHODOLOGY: Methods of instruction include lecture, instructor-centered and small group discussion, and exercises such as role-playing.

MEANS OF EVALUATION: The module contains a questionnaire to be given both before and after the course as a means of determining how the course has increased trainees' knowledge of communication skills. Included also is a brief questionnaire to be filled out by participants at the end of each of the five sessions, asking them to evaluate that day's session.

INSTRUCTOR PREPARATION: The developers feel strongly about the need for trainers to be prepared prior to using the materials. They recommend that the instructor review the module to develop familiarity with the outline and content. Further, they recommend that trainers possess the following qualifications:

- Knowledge and/or experience in gerontology and/or working with the elderly
- Teaching experience, preferably in adult education and/or participation in a train the trainer workshop
- Professional training in a field related to the institution offering the training and/or a degree in a related profession
- Experience in reading professional literature

CRITIQUE

ANALYSTS' COMMENTS: Analysts rate the manual as usable as it stands. One analyst states that as a basic program in communication skills, the module is excellent. The analyst commends its easy modifiability for more or less intensive sessions, and its use of italics to designate trainer instructions, but feels that the coverage of listening skills is somewhat limited. Part One, entitled General training instructions, is considered excellent by the analysts. □

How-To Resources

EASY DOES IT YOGA FOR PEOPLE OVER SIXTY

IDENTIFYING INFORMATION

AUTHORS: Alice Christenson
David Rankin

AVAILABILITY: Sarawati Studio
12429 Cedar Road
Cleveland, Ohio 44106

PUBLICATION DATE: c. 1975

MEDIUM: Print (self-teaching guide) 56 pp.

SUBJECT AREAS: Physical fitness; Training program for the elderly

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: This self-teaching guide was developed by the Light of Yoga Society.

APPLICATION

INTENDED USERS: The developers specify the use of this self-teaching manual by the elderly themselves. Analysts infer that this guide may be useful to trainers and educators interested in physical fitness programs for the elderly.

CONTEXTS: This self-teaching guide can be used as a resource for individualized learning by the elderly in their homes or in long-term care facilities. The developers suggest that the exercises should be self-paced. The analysts infer that this guide might be useful in a workshop setting for the elderly. The Light of Yoga Society currently sponsors workshops entitled Easy Does It Yoga for the elderly.

INTENT

DEVELOPERS' RATIONALE: The developers cite rewarding results in working with older students and feel that this experience should be shared and used by others in their search for beauty, health and meaning in their lives.

GOALS AND OBJECTIVES: The overall goal of this guide is to enable people over 60 to begin to practice yoga on a daily basis, to improve the quality of their lives and thereby enrich and improve the entire society. Specific objectives of the guide are to provide directive information on breathing techniques, exercises and meditation.

SCOPE

CONTENTS: Preface

The preface describes the philosophy of the Light of Yoga Society on aging and old age in America .(3 pages)

Introduction

This introduction discusses the origins of yoga and its focus on breathing, exercise, relaxation and meditation. (5 pages)

Part One: The complete breath

This section discusses and illustrates breathing techniques to be used. (3 pages)

Part Two: Exercises

This section discusses goals, effects, benefits, cautions and hints on exercising. 32 exercises are described and illustrated. (30 pages)

Part Three: Complete relaxation and meditation

Yoga meditation techniques and philosophy are presented in brief form. (3 pages)

Part Four: Nutrition

Suggestions as to dietary philosophy are provided. (2 pages)

Also included are suggested readings (1 page), suggested daily routines (6 pages), as well as information about the authors (1 page).

Analysts state that detailed information is provided concerning the exercises, but that little information is provided concerning the meditation techniques.

METHODOLOGY: The developers specify that the elderly may follow the how-to instructions in the book at their own pace. They also urge that the elderly contact the Light of Yoga Society about further training.

EASY DOES IT YOGA FOR PEOPLE OVER SIXTY (Con't)

CRITIQUE

BIAS OF CONTENT: This self-teaching guide reflects the philosophy of the Light of Yoga Society. One analyst comments that the guide seems biased as to sex as only women are portrayed in the exercises.

ANALYSTS' COMMENTS: Both analysts state that the material is usable and has high potential for meeting its goal. It is a direct, simple and easy to follow guide with effective illustrations. One analyst comments that the philosophy of the Light of Yoga Society towards aging is inspiring and appears to have realizable potential. Another analyst comments that the section discussing meditation provides enough information to provoke the reader but too little to ensure the reader's success. The guide appears to be useful both for its philosophy and its how-to description of exercises. □

INFORMATION AND REFERRAL SERVICES: A TRAINING SYLLABUS

IDENTIFYING INFORMATION

AUTHOR: Nicholas Long

AVAILABILITY: Institute for Interdisciplinary Studies
American Rehabilitation Foundation
123 East Grant Street
Minneapolis, Minnesota 55403

PUBLICATION DATE: 1971

MEDIUM: Print (syllabus) 42 pp.

SUBJECT AREAS: Information and referral services; Training techniques and design

PROGRAM DEVELOPMENT: This syllabus is part of a series of manuals developed by the Institute for Interdisciplinary Services, American Rehabilitation Foundation.

APPLICATION

INTENDED USERS: This syllabus was specifically designed for training information and referral center staff including volunteer staff and center managers.

CONTEXTS: The training contexts are not specified by the developers. The analysts suggest that this resource could best be used for in-service training or workshops as well as individualized learning. They recommend that the user have prior experience in training.

INTENT

DEVELOPERS' RATIONALE: The developers state than an information and referral staff should not be allowed to open unless all staff have received an orientation to the overall concept of the information referral center network, as well as to the specific services and activities of the individual center. This syllabus was developed to help provide that orientation.

GOALS AND OBJECTIVES: The overall goal of the information and referral training program is to develop staff competence in providing services including information, referral, follow-up, volunteer escort, and outreach. Specific training objectives are listed for center managers as well as center staff. Examples of objectives for center managers are:

- Working with advisory committees
- Recruiting volunteer escorts and organizing volunteer escort services
- Conducting a community resource survey

Examples of objectives for the center staff are:

- Understanding community resources and their respective systems in relation to information and referral service
- Using resource files, information and referral forms
- Assessing the need for referral
- Understanding the problems of older people

SCOPE

CONTENTS: Chapter One: The importance of staff training (1 page)

Chapter Two: Purpose and objectives of information and referral training program (3 pages)

Chapter Three: Methods for training (1 page)

Chapter Four: Formal training program (2 pages)

Chapter Five: Training in addition to formal training program (3 pages)

This chapter includes a description of on-the-job training, in-service training, consultation, conferences and meetings, newsletters and periodicals, and related educational opportunities.

Chapter Six: Training evaluation (1 page)

Appendix A: Course outline (20 pages)

- Phase I and II: Introduction to training program
- Phase I: To set up shop
- Phase I: Resource file
- Phase II: Community resources
- Phase II: Interviewing and information giving
- Phase III: Referral
- Phase III: Follow-up
- Phase III: Volunteer escort service
- Phase III: Advocacy
- Phase IV: Outreach for center managers and supervisory staff
- Phase IV: Outreach for outreach workers

Appendix B: Sample questions addressed to an information and referral service (1 page)

Appendix C: Bibliography (4 pages)

This appendix includes a list of community resources for older people, resources providing information about the elderly person, attitudes, techniques and processes of interviewing, referral, advocacy, public relations, administration and supervision, as well as general references and films.

METHODOLOGY: The developers offer specific content, but leave the methodology up to the user. Both analysts recommend lecture as the most appropriate methodology for teaching others about information and referral services.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts feel that the syllabus is usable with some adaptation and suggest that the user have prior practical and theoretical experience with information and referral services in order to make optimal use of this resource. One analyst comments that the resource seems somewhat incomplete and that the various parts do not connect smoothly. This resource is labeled a working draft, and a revised edition may be forthcoming. □

BASIC EXERCISES FOR PEOPLE OVER SIXTY

IDENTIFYING INFORMATION

AUTHORS: National Association for Human Development

AVAILABILITY: National Association for Human Development
120 Pennsylvania Avenue, N.W.
Washington, D.C. 20006
Suggested Contribution: $1.00 each

PUBLICATION DATE: c. 1976

MEDIUM: Print (self teaching guide, pamphlet) 11 pp.

SUBJECT AREA: Physical fitness

PROGRAM FUNDING: The National Association for Human Development received a grant from the Administration on Aging in cooperation with the President's Council on Physical Fitness.

APPLICATION

INTENDED USERS: This "how to" manual is intended for use by unimpaired people over sixty who are just beginning a physical fitness program. It would also be a useful resource for trainers who coordinate physical fitness programs.

CONTEXTS: This "how to" manual can be used by people over sixty individually or in groups in any setting.

INTENT

DEVELOPERS' RATIONALE: Physical fitness is especially crucial to older persons in order to slow the aging process and to retard the degenerative diseases of the body associated with aging. Well-illustrated, clear information on various exercises should be provided to all older adults so they may develop their own physical fitness program.

GOALS AND OBJECTIVES: The goal of this manual is to provide a program of basic exercises especially designed to meet the needs of people over sixty years of age, and to increase the flexibility, strength and endurance of the elderly.

SCOPE

CONTENTS: Eighteen illustrated simple exercises and information on when to exercise are outlined as well as precautions to the elderly about overdoing their exercise program.

METHODOLOGY: Each exercise is described and illustrated in a step-by-step manner. Such exercises could be used selectively, or in larger fitness programs. The developers recommend that each exercise be done three to five times and that the session last from 35 to 40 minutes.

CRITIQUE

BIAS OF CONTENT: This manual is usable only for older adults who have no physical limitations and who have fair eyesight. (Although the print is large, the illustrations are small.)

ANALYSTS' COMMENTS: The analysts feel that this "how to" manual is usable and one analyst believes that it is excellent. One analyst describes this program as well planned and easily implemented. The only limitations of the manual are based on the individual's own capabilities. The pictures accompanying each exercise make it easy for the user to comprehend and follow instructions although older people with impaired vision may have difficulty with the small pictures. □

MODERATE EXERCISES FOR PEOPLE OVER SIXTY

IDENTIFYING INFORMATION

AUTHORS: National Association for Human Development

AVAILABILITY: National Association for Human Development
120 Pennsylvania Avenue, N.W.
Washington, D.C. 20006
Suggested Contribution: $1.00 each

PUBLICATION DATE: c. 1976

MEDIUM: Print (self teaching guide, pamphlet) 11 pp.

SUBJECT AREA: Physical fitness

PROGRAM FUNDING: The National Association for Human Development received a grant from the Administration on Aging in cooperation with the President's Council on Physical Fitness.

APPLICATION

INTENDED USERS: This "how to" manual is intended for use by unimpaired people over sixty who are fairly physically fit. It would also be a useful resource for trainers who coordinate physical fitness programs.

CONTEXTS: This "how to" manual can be used by people over sixty individually or in groups in any setting.

INTENT

DEVELOPERS' RATIONALE: Physical fitness is especially crucial to older persons in order to slow the aging process and to retard the degenerative diseases of the body associated with aging. Well-illustrated, clear information on various exercises should be provided to all older adults so they may develop their own physical fitness program.

GOALS AND OBJECTIVES: The goal of this manual is to provide a program of moderate exercises especially designed to meet the needs of people over sixty years of age, and to increase the flexibility, strength and endurance of the elderly.

SCOPE

CONTENTS: Twenty illustrated, moderately difficult exercises are provided and information on when to exercise is described in the manual.

METHODOLOGY: Each exercise is described and illustrated in a step-by-step manner. Such exercises could be used selectively, or in larger fitness programs. The developers recommend that each exercise be done three to five times and that the session last from 35 to 40 minutes.

CRITIQUE

BIAS OF CONTENT: This manual is usable only for older adults who have no physical limitations and who have fair eyesight. (Although the print is large, the illustrations are small.)

ANALYSTS' COMMENTS: Both analysts describe this booklet as useful to those older adults who have no real physical impairments. The exercise descriptions are clear and appear to be easy to accomplish. One analyst comments that the manual would require some revision if populations with any type of disability were to use it. □

THE END OF THE LINE: A SIMULATION GAME (Resources in Aging No. 4)

IDENTIFYING INFORMATION

AUTHORS: F.L. Goodman
A.T. Horn

AVAILABILITY: Urbex Affiliates, Inc.
P.O. Box 2198
Ann Arbor, Michigan 48106

PUBLICATION DATE: c. 1975

MEDIUM: Print (softbound manual) 53 pp.;
Kit (game materials)

COMPONENTS: Manual: *The End of the Line*
Game Kit: (Materials in the game kit are described in detail in the manual and are considered readily available merchandise. Therefore they could be purchased separately.) The cost of the manual is $3.50.

SUBJECT AREAS: Protective services; Social services and community programs; Planning and program administration

PROGRAM DEVELOPMENT: This game is a result of a collabative effort between the Institute of Gerontology and the University of Michigan Extension Gaming Service. The game was field tested four times during September, 1971 at the University of Michigan Extension Gaming Service.

PROGRAM FUNDING: In 1971, the Institute of Gerontology at the University of Michigan-Wayne State received a grant from the Michigan Commission on Aging to offer a series of workshops in issues and techniques of providing protective services for the elderly. This game was developed in the course of these workshops.

APPLICATION

INTENDED USERS: This game was not designed for play by the elderly themselves, but for those who work with the elderly in order to sensitize them to the aging process and to explore strategies for providing services. All people working with the elderly in human service and protective service are appropriate targets.

CONTEXTS: This resource is appropriate for use in course-work, workshops or in-service training experiences.

INTENT

DEVELOPERS' RATIONALE: This material was developed in order to make use of a simulation game experience to sensitize people to the process of aging.

GOALS AND OBJECTIVES: The overall goal of *The End of the Line* is to give participants a feeling for what it is like to grow old and for what it is like to try to help people who are growing old. The specific objectives are described for each player. For example, the objectives of the game for players representing citizens (i.e. the elderly) are to:

- Determine personal goals (e.g. to survive, organize the community, help others, etc.)
- Assess resources they will need to carry out goals
- Develop strategies for acquiring these resources
- Communicate with other citizens and agencies about their needs, etc.

The objectives for the players representing agencies X and Y (service agencies) are to:

- Determine needs of citizens
- Develop strategies for servicing these needs
- Open communication channels
- Approach agency Z for funding

The objectives for the players representing agency Z (coordinating agency) are to:

- Decide on criteria for evaluating and funding service agencies
- Improve performance of service agencies
- Review funding requests from service agencies and allocate funds

SCOPE

CONTENTS: *The End of the Line* is a "down" game in the sense that the community's resources shrink and

people die or lose touch with reality as their memories fade. This "down" experience is intentional, for the game attempts to present the transition from a relatively vigorous life which is in touch with reality to problems characteristic of approaching senility and death. Nevertheless, the possibility exists within the game for players to generate survival strategies, such as self-help or community organization, which can keep them alive and provide an exhilarating experience as well. The contents include the following:

Chapter One: Introduction (2 pages)

Chapter Two: Overview (4 pages)

Chapter Three: Preparation
This includes a description of the basic room set-up, starting positions and resources. (6 pages)

Chapter Four: Overview of game contents (3 pages)

Chapter Five: Introduction of game
This includes briefing the participants and discussing the roles, game elements and play. (16 pages)

Chapter Six: Steps of play (1 page)

Chapter Seven: Debriefing (1 page)

Chapter Eight: Suggestions for game operations (4 pages)

Appendix A:
This includes a description of the materials needed for the game, and information on assembling the materials. (9 pages)

Appendix B:
This includes a list of selected gaming resources centers and gaming publications. (2 pages)

Appendix C:
This includes a list of protective services for the elderly. (1 page)

METHODOLOGY: The manual provides complete directive information for carrying out the game. The game requires a minimum of three players, but a fourth player who watches for overall rule enforcement would be helpful, according to one of the analysts. Each operator has tasks which enable the players to play the game. Players take the roles of older citizens, service agencies and coordinating agencies. The older citizens try to stay alive, to remain in the game by using their resources. Service agencies provide various resources to the older citizens, and coordinating agencies direct and evaluate the service agencies. The developers believe that the use of a game will enhance the learners' experience as the participants develop personal skills and attitudes through their involvement.

MEANS OF EVALUATION: One analyst feels that the debriefing session required upon the completion of the game would provide the leader/trainer with an excellent way to evaluate the learning experience. No means of evaluation are included in the guide itself.

INSTRUCTOR PREPARATION: This manual is comprehensive and detailed enough to permit a gamer with some experience to run the game successfully. Both analysts feel that the preparation entailed would be extensive and the instructor would need experience in gaming as well as in-depth familiarity with this manual.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts feel that this resource is usable and excellent. One analyst comments that gaming is one way to affect attitudes and experiential knowledge as well as to enhance skills, and that *The End of the Line* should prove helpful in all these aspects in reference to protective services. Another analyst suggests that use of the game may be difficult for many trainers due to the complexity and detail required in the gaming situation. Both analysts feel that this gaming experience will achieve its goal of sensitizing people to the problems faced by the elderly. □

HANDLE YOURSELF WITH CARE: AN INSTRUCTOR'S GUIDE FOR AN ACCIDENT PREVENTION COURSE FOR OLDER AMERICANS

IDENTIFYING INFORMATION

AUTHORS: Dorothea J. Lewis
Richard J. Winsor

AVAILABILITY: Published by U.S. Department of Health, Education and Welfare, Office of Human Development, Administration on Aging, Washington, D.C. 20201
DHEW Publication No. (OHD) 74-20804 (IG); For sale by the Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402

PUBLICATION DATE: Reprinted 1974

MEDIUM: Print (teacher's guide) 42 pp.

SUBJECT AREAS: Education and training programs for the elderly; Safety; Accident prevention

PROGRAM FUNDING: This guide was funded by the Administration on Aging and the National Safety Council.

ADDITIONAL COSTS: Access to films, slides and audiovisual equipment is necessary in order to follow the lesson plans. Demonstration materials and handouts are also recommended.

SUPPLEMENTS: A booklet for the learner also entitled *Handle Yourself With Care* is also available from AoA.

APPLICATION

INTENDED USERS: The developers specify use of this material by volunteer instructors teaching elderly citizens about personal safety. No previous experience is required. One analyst infers that this guide might be useful to AAA directors and project directors as well as other trainers and adult educators in the field of aging. Another analyst suggests use of this guide by anyone working directly with the elderly.

CONTEXTS: The developers specify the use of this material in a five session, formally organized short course. Analysts also infer its use at workshops, community programs, or home extension services for the elderly. The material is directed at older Americans in any setting.

INTENT

DEVELOPERS' RATIONALE: The developers cite accidents as being a primary cause of crippling and often the cause of death of older people. Many of these accidents could be prevented if sufficient information on averting accidents were provided directly to older persons. This guide was developed to help meet this need.

GOALS AND OBJECTIVES: The overall goal of this material is to help reduce the possibility of accidents among older people by training them in accident prevention. Specific objectives are provided for each of the four proposed lessons in the training course. These objectives include:

- Introducing the idea that something can be done about accidents
- Alerting the elderly to specific dangers in the home, stressing falls and their possible effects
- Describing methods of fire prevention and escape
- Alerting the elderly to driving and pedestrian hazards and their prevention

SCOPE

CONTENTS: Introduction
Topics include: general preparations for all meetings, a description of audiovisual aids, methods of presentation and procedures, and ideas on reaching older people. (4 pages)

Lesson One: Dangers in the home (6 pages)

Lesson Two: How to fall proof your home (8 pages)

Lesson Three: How to fire proof your home (10 pages)

Lesson Four: When you walk and drive (9 pages)

Appendices

Included as appendices are a home safety questionnaire that is to be given out at the first session, and a certificate of course completion to be given out at the last session.

All lessons include objectives, recommended teaching methods and resource materials and a word-by-word lecture on the topic as well as ideas on how to present the lecture. Analysts describe the coverage as extensive and comprehensive with much detailed information provided.

METHODOLOGY: The instructional methods for pursuing each of the lessons are explicitly laid out by the developers. A typical session would include showing the film specified in each lesson and discussing the film afterwards, followed by the lecture that is provided in the text. Demonstrations and guest speakers are recommended.

INSTRUCTOR PREPARATION: The developers have created this material for volunteer instructors and assume no prior experience or knowledge. They recommend that potential instructors become familiar with the text and suggested films and become knoweldgable about community resources and any special accident problems in their local communities before beginning the course. If the instructor has had previous experience, then the text directs the user to skip the introduction and go directly to the content areas.

CRITIQUE

ANALYSTS' COMMENTS: One analyst describes the material as usable and excellent with comprehensive coverage of needed materials for providing a thorough course on accident prevention. It is definitely designed for use by novice instructors, and provides enough information for this to be successful. Another analyst feels that the material is overly detailed and directed and that even a novice instructor might find it too elementary. □

Training Manuals

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TRIGGER FILMS ON AGING

IDENTIFYING INFORMATION

AUTHORS: None specified

AVAILABILITY: University of Michigan Television Center
310 Maynard Street
Ann Arbor, Michigan 48108
Cost: $180.00

PUBLICATION DATE: c. 1971

MEDIUM: Film (16mm, color, sound)

SUBJECT AREAS: Social and psychological aspects of aging

PROGRAM FUNDING: Administration on Aging

PROGRAM DEVELOPMENT: This film was developed for the National White House Conference on Aging.

APPLICATION

INTENDED USERS: The developers specify the use of this film with older adults and their families. Analysts infer the use of the film by students, trainers and educators in the field of aging.

CONTEXTS: Analysts infer that this film may be used as a stimulus for discussion in any context such as organized courses, workshops or in-service training.

INTENT

DEVELOPER'S RATIONALE: This film was developed to illustrate some of the problems of growing old and to stimulate discussion.

GOALS AND OBJECTIVES: The overall goal of this film is to increase understanding of the problems of the aged.

SCOPE

CONTENTS: The film includes five brief vignettes of problems faced by the elderly designed to trigger discussion among the audience. The vignettes vary in length from one to four minutes.

Mrs. P
This vignette illustrates the problems for the elderly of keeping a job

To Market To Market
This vignette illustrates the limited resources available to the elderly.

The Center
This vignette illustrates the frustrations felt by the elderly in encounters with youth.

Tagged
This vignette illustrates dispossession faced by the elderly.

Dinnertime
This vignette illustrates the everyday loneliness experienced by the aged.

These vignettes provide only brief pictures allowing the audience to form their own conclusions.

METHODOLOGY: The methodology involves viewing the film either in its entirety, or vignette by vignette and then provoking discussion among the audience.

CRITIQUE

BIAS OF CONTENT: These vignettes only portray situations concerning the elderly woman and do not address problems faced by the elderly male or couple.

ANALYSTS' COMMENTS: Both analysts feel that the film is usable and excellent. One analyst comments that the film is especially good as a sensitizing experience for any audience who has never been exposed to the problems of the elderly. Both analysts comment that the follow-up discussion is the critical element of the experience and that this discussion should lead to thought on the analysis and solution of the problems. □

ADMINISTRATION OF LONG TERM HEALTH CARE FACILITIES: A SYLLABUS

!DENTIFYING INFORMATION

AUTHORS: Woodrow W. Morris
Donna Davis

AVAILABILITY: Bureau of Educational Research and Services
C-20 East Hall
The University of Iowa
Iowa City, Iowa 52240
Cost: $20.00

PUBLICATION DATE: c. 1971

MEDIUM: Print (14 syllabi) Total 495 pp.

COMPONENTS:
I: *Biological Aspects of Aging*
H. Jacobs (24 pages)
II. *Psychological Aspects of Aging*
W.W. Morris (29 pages)
III. *Societal Aspects of Aging*
H.L. Jacobs (41 pages)
IV: *Medical, Dental and Pharmaceutical Services*
D. Davis (68 pages)
V: *Nursing Care of the Aged*
B. Benfer and P. Schroder (27 pages)
VI: *The Rehabilitative Therapies*
R. Gamel (30 pages)
VII: *Social Services in Patient Care*
M.B. Killen and D. Davis (29 pages)
VIII: *Dietary Services in Patient Care*
E. Sanders (33 pages)
IX: *Community Resources and Relationships*
W. Turner (55 pages)
X: *Administrative Organization*
J. Bartlett (18 pages)
XI: *Personnel Administration*
J.P. West (22 pages)
XII: *Business Administration*
C. Baumback (23 pages)
XIII: *The Physical Plant and Environment*
F. Kilpatrick (41 pages)
XIV: *Legal Aspects and Government Programs*
W.W. Morris, P. Fox, D. Davis, and M.I. Edwards (48 pages)

The complete set (one each of 14 titles) is sold for $20.00. Single volumes may be purchased at $2.00 a copy. Sets of two to nine volumes (any title) and ten or more volumes are $1.75 and $1.50 per book respectively. (These prices are based on a 1971 price list.)

SUBJECT AREAS: Long-term staff education, training and administration; Social, psychological and biological aspects of aging; Health services; Rehabilitation; Protective services; Social, legal and community services; Training techniques and design

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: These syllabi were developed out of the University of Iowa at the Institute of Gerontology, the Psychopathic Hospital, the Program in Health Occupations Education, the College of Medicine, the Center for Labor and Management, the College of Business Administration and the Preventive Medicine and Environmental Health and Inspection Service as well as the Iowa Department of Social Services, the University of Minnesota, Occupational Education Programs and Placement Service and the Iowa Association of Homes for the Aging.

APPLICATION

INTENDED USERS: The developers specify the use of these syllabi by instructors involved in any aspect of aging. The analysts infer that these syllabi would be useful to anyone in the field of aging considering course planning or resource identification.

CONTEXTS: The developers specify the use of these syllabi for formally organized, instructor-centered courses. The analysts infer that these syllabi can be used in workshops and in-service training as well as in individualized learning.

INTENT

DEVELOPERS' RATIONALE: The developers state that the preparation of these syllabi and annotated bibliographies was undertaken in an effort to meet the need for teaching materials in the several areas important to administrators in long-term health care facilities. The new requirements of Title XIX of the Social Security Act that administrators be minimally qualified for their positions have stimulated this effort to provide the bases for consistent, carefully designed courses.

GOALS AND OBJECTIVES: The overall goal of these syllabi is to provide instructional materials to long-term health care facility administrators. The specific objectives involved in the provision of these materials are to relate information on each topic area to patient care as well as to afford administrators a better understanding of the aging process.

SCOPE

CONTENTS: This series of fourteen syllabi and annotated bibliographies address content areas which closely approximate the major areas included in the model licensure examination developed by the Professional Examination Service of the American Public Health Association. The following areas are addressed:

Area One: Gerontology

This includes syllabi on biological, psychological and social aspects of aging. (Three booklets, 94 pages total)

Area Two: Patient Care

This includes syllabi on dietary, medical, dental, pharmaceutical and nursing services as well as rehabilitative therapies, social services and community resources. (Six booklets, 252 pages total)

Area Three: Administrative processes

This includes syllabi on administrative organization, personnel and business administration, the physical plant, and legal aspects of aging. (Five booklets, 152 pages total)

Each of the individual syllabi include course outlines, objectives and readings on the topic area, and an extensive bibliographic listing of books, journals and audiovisuals. An annotated bibliography is also included in each syllabus as well as a list of publications and addresses of journals and newsletters on the topic of concern.

The developers specify that these syllabi are not meant to provide in-depth coverage themselves, but are meant to direct the user to further resources.

METHODOLOGY: No methodology is directly suggested. The developers, however, provide suggested readings, topics of discussion and behavioral objectives that will assist in the learning process. Supplementary learning experiences such as films, role-playing, demonstrations and case studies are also recommended to enhance learning. The user is expected to pick and choose among these experiences in order to create a learning session.

CRITIQUE

CURRENCY OF CONTENT: The references cited are current as of 1970. These references should be supplemented with more current bibliographies. One analyst suggests that some of the content areas identified (legal and governmental programs) need modification as they are out of date.

ANALYSTS' COMMENTS: Both analysts feel that these syllabi would be useful with added up-to-date information. The syllabi are described as very sound and thorough guides to an instructor.

One analyst comments that the syllabi are well designed and constructed and have helped to provide useful definition to the field of gerontology. □

DEVELOPING A THERAPEUTIC COMMUNITY

IDENTIFYING INFORMATION

AUTHOR: Dorothy H. Coons

AVAILABILITY: Audio-Visual Education Center
University of Michigan
416 Fourth Street
Ann Arbor, Michigan 48103
Cost: $85.00

PUBLICATION DATE: 1972

MEDIUM: Print (training manual and trainee packets) and sound filmstrips

COMPONENTS: Developing a Therapeutic Community
Part One: The therapeutic community (filmstrip and cassette, 19 frames, 30 minutes)
Part Two: Staff and patients in the therapeutic community (filmstrip and cassette, 28 frames, 45 minutes)
Part Three: Work therapy (filmstrip and cassette, 24 frames, 45 minutes)
Parts Four and Five: Social therapy; leaving the hospital (54 frames, 45 minutes)
Training manual (224 pp.)
Filmstrip manual (74 pp.)
10 packets of supplemental materials
A guide to training in Milieu Therapy (8 pp.)

The entire package is sold for $85.00. Additional copies of the two manuals may be purchased for $3.00 each, by persons who have bought a total package or by personnel whose institutions have purchased the series.

SUBJECT AREAS: Mental health; Rehabilitation

PROGRAM FUNDING: Not specified

PROGRAM DEVELOPMENT: The developers state that this training material is the product of eight years of research and evaluation in a state medical hospital. It also reflects many more years of research and program development in a variety of institutions housing the elderly. The program was used, tested, and revised over a period of four years. Development of the program began in 1965 at the Institute of Gerontology and the Ypsilanta State Hospital.

ADDITIONAL COSTS: Use of this audiovisual package requires the use of a projector and tape player. The reproduction of various handouts included is also required.

APPLICATION

INTENDED USERS: The developers specify the use of this audio-visual package by professionals and paraprofessionals who provide services for elderly in multipurpose facilities, day care facilities, nursing homes, rehabilitation facilities, medical care facilities, and hospitals. One analyst infers that the program can also be used with undergraduate and graduate students, and possibly, with older adults.

CONTEXTS: It is specified by the developers that this audio-visual package is to be used as a resource for a formally organized short course or workshop. Analysts infer that it can also be used in in-service training.

INTENT

DEVELOPERS' RATIONALE: The audio-visual package was designed to provide the information and exercises needed which will involve participants in evaluating current practices in mental hospitals and help them consider options. One analyst infers that the authors also intend to change the attitude of staff from one that is indicative of custodial care to one of therapeutic care.

GOALS AND OBJECTIVES: The overall goal of this resource is to provide hospital personnel who are responsible for staff training with the rationale, format, content, visual material, and instructions for the development of an intensive program of treatment of mental hospital patients and for training staff in its implementation. Much of the material is also applicable to old age homes, nursing homes, and other facilities offering long term care. Specific objectives are provided throughout each of the units in the package.

SCOPE

CONTENTS: This audio-visual package is organized into ten units of a staff training series. A specific sequence of use is outlined by the developers.

Training Unit One: The concept of milieu therapy

This unit includes a discussion of the concept of milieu therapy and the relation of milieu therapy to the participants' own setting. (19 pages)

Training Unit Two: The role concept; The physical environment

This unit includes information on the patient role vs. the roles in normal society, aspects of the physical environment and the identification of therapeutic and non-therapeutic features of the environment. (22 pages) The first filmstrip, *The Therapeutic Community*, is to be used here.

Training Unit Three: Staff in the therapeutic community: Organization and functioning

This unit includes aspects of role playing of staff group meeting and uses the second filmstrip, *Staff and Patients in the Therapeutic Community*. (22 pages)

Training Unit Four: Staff growth and development

This unit includes a discussion on the emotional styles of influences and giving and receiving feedback. (22 pages)

Training Unit Five: Involving the patient

This unit includes aspects of role playing of a problem situation and impromptu role playing and uses the second filmstrip, *Staff and Patients in the Therapeutic Community*.

Training Unit Six: Motivation and communication

This unit includes techniques of motivation and staff communication with patients. (9 pages)

Training Unit Seven: Work therapy

This unit uses the third filmstrip, *Work Therapy*, and discusses aspects of therapeutic and non-therapeutic use of work, job breakdown and task levels and treatment. (26 pages)

Training Unit Eight: Social therapy: Group work and community living

This unit involves showing the first part of the fourth filmstrip, *Group Work and Community Living*. (30 pages)

Training Unit Nine: Leaving the hospital

This unit involves showing the second part of the fourth filmstrip, *Leaving the Hospital*, and discusses role playing of follow-up situations.

Training Unit Ten: Immediate and long-range goals for program development

This unit discusses the guidelines and development of therapeutic programs. (25 pages)

Each topic is to be covered in a one-half day session. The coverage appears to be detailed and extensive.

METHODOLOGY: Analysts report that a number of instructional approaches can be utilized: lecture, discussion, small-group discussion, and experiential. Directions for the instructor are said to be comprehensive.

An outline of Unit Four, Staff growth and development, serves as an example of a typical session. It does not, however, make use of the filmstrips. This session would involve the following methodology:

Part One:

- The trainer introduces the session and initiates group discussion on emotional styles of influence
- Visuals (charts) are used to describe various emotional styles of influence
- The trainer presents a mini-lecture on two kinds of emotional typologies
- A small-group exercise on emotional styles of influence follows

Part Two:

- The trainer initiates discussion by giving feedback, presumably on the earlier session
- Group exercises in giving and receiving feedback follow
- Role playing in giving and receiving feedback concludes the session

MEANS OF EVALUATION: There are no provisions for assessing trainee progress or achievement of intents. It is one analyst's opinion that Unit Ten can be used as a basis for evaluating previous learning since the final unit provides procedures for participants to look at ways to translate any new principles into programming appropriate to their own settings.

DEVELOPING A THERAPEUTIC COMMUNITY (Con't)

CRITIQUE

ANALYSTS' COMMENTS: One analyst feels the program is usable and another finds it to be usable and excellent. This appears to be a well designed program to be used either as suggested—in a five day workshop—or in other time frames. Suggestions given to the instructor at the beginning of each unit regarding teaching/learning strategies that are to be used, materials necessary, and audiovisual and other equipment that is needed are very thorough.

Possible problems in implementation and acceptance of concepts may be many, depending, in part, on motivation of a sufficient number of staff and support from administration within each work situation. □

TOWARD MORE EFFECTIVE MANAGEMENT: THE ROLE OF OBJECTIVE SETTING AND MONITORING TRAINING MATERIALS

IDENTIFYING INFORMATION

AUTHORS: Robert MacDicken
Joanne Frankel
Morris Peterson
William Calahan

AVAILABILITY: U.S. Department of Health, Education, and Welfare, Office of Human Development
Administration on Aging
Washington, D.C.
DHEW Publication No. (OHD) 76-20203

PUBLICATION DATE: 1975

MEDIUM: Print (training manual) 288 pp.

SUBJECT AREAS: Planning and program administration; Evaluation; Needs assessment; Training techniques and design

PROGRAM FUNDING: The development and production of these materials was funded by a contract with HEW to Kirschner Associates, Inc., Washington, D.C.

ADDITIONAL COSTS: Additional costs would include making visual aids into overhead transparencies or flip charts, and photo-copying materials for participants.

SUPPLEMENTS: The *Objective Setting and Monitoring Reference Manual* is a guide to the development of State and Area plans, and to the supervision and management of agency operations. It should be used in conjunction with the training manual.

PROGRAM DEVELOPMENT: Kirschner Associates, under contract number HEW-100-75-0055 with the Federal Government, developed the handbook. The objective setting and monitoring materials were field tested in three different regions. During the pilot testing of the materials, staff from State Agencies, Area Agencies, and Nutrition projects served as participants in the training and provided recommendations

for change upon completion of the test.

APPLICATION

INTENDED USERS: Developers suggest that these materials be used by directors and staff members of State and Area Agencies on Aging, as well as by Title VII nutrition program managers and staff.

CONTEXTS: The materials were designed to be used in a five day, forty hour course or, with the elimination of the elective sessions, a four and a half day course. Alternately, the developers suggest, the material can be disseminated in a series of afternoon or Saturday workshops, or in an evening college course. Combinations of specific sessions may also be presented in one day workshops.

INTENT

DEVELOPERS' RATIONALE: In response to a recognized need to provide technical assistance to State and Area Agencies in order to strengthen their administrative and planning capabilities, the Administration on Aging decided to prepare technical assistance materials describing a planning and management process based on the formulation of clearly stated, measurable objectives.

GOALS AND OBJECTIVES: The developers' goal is to strengthen the managing and planning capabilities of State and Area Agencies by teaching participants how to develop clearly stated, measurable objectives and action plans based on these objectives. Specific objectives are stated for each session. Examples of the objectives from Session Three: Writing useful objectives are:

- To enable participants to understand the relationship among goals, objectives, action steps and activities
- To describe the relationship between annual objectives and multi-year objectives

SCOPE

CONTENTS: The training materials are divided into nine different content topics, or sessions, with three additional elective sessions.

Session One: Welcome and introduction (18 pages)

Session Two: Course overview (22 pages)

Session Three: Writing useful objectives (28 pages)

Session Four: Determining the basis for objectives (56 pages)

Session Five: Determining the strategies for objectives (20 pages)

Session Six: Determining action steps (10 pages)

Session Seven: Developing an activities plan and time table (18 pages)

Session Eight: Developing effective monitoring procedures (40 pages)

Session Nine: Assessing the achievement of objectives (18 pages)

Elective Session A: Problem solving (14 pages)

Elective Session B: Developing cooperative relationships (16 pages)

Elective Session C: How to be an effective manager/influencer (12 pages)

Each session contains the following material for the trainer:

- A time outline, indicating steps the trainer should follow to teach the session and the approximate amount of time each step should take
- A list of training objectives
- An outline of the training content, denoting the major concepts and facts to be presented during the session
- An outline of the training process, indicating how the trainer should communicate the training content to the participants (suggestions for lectures, discussion groups, role playing, skill exercises, and other techniques are included)
- A list of training materials necessary for the session
- A graphic representation of the visual aids needed for the session (the developers suggest that the visuals be made into flip charts or overhead transparencies)

In addition, each session contains the following material for the participants: a course schedule, information on the purpose of each session; fact sheets; exercises for development of participant skills; suggested answers for each exercise.

TOWARD MORE EFFECTIVE MANAGEMENT: THE ROLE OF OBJECTIVE SETTING AND MONITORING TRAINING MATERIALS (Con't)

The analysts feel that content coverage is detailed and extensive for all sessions except the final Elective Session C which provides little detailed information.

METHODOLOGY: The method of instruction includes lectures, instructor-centered and small group discussion, experiential techniques, and written exercises.

A typical one and a half hour session consists of a lecturette (five minutes), discussion (fifteen minutes), a written exercise (fifteen minutes), lecturette (five minutes), individual written exercise (thirty-five minutes), lecture (fifteen minutes), and distribution of fact sheets (fifteen minutes).

MEANS OF EVALUATION: At the end of Session Four, participants are given a chance to express their views on the first part of the course, and to state questions they would like answered in the time remaining. Otherwise there is no means of evaluating the training experience.

Several means of assessing participants' acquisition of knowledge and skill throughout the course are provided, including selected response tests and short answer exercises. The analysts feel that the evaluative instruments do not adequately measure whether learner goals and objectives have been achieved.

INSTRUCTOR PREPARATION: Developers specify that the instructor be thoroughly familiar with the whole course and, if possible, with the *Objective Setting and Monitoring Reference Manual*. The trainer is encouraged to enrich the lecture outlines with information based on experience or other sources.

CRITIQUE

ACCURACY OF CONTENT: Analysts noted that the time outline for the Elective Session A is missing.

BIAS OF CONTENT: One analyst feels that developers underemphasize advocacy and the political process as they affect planning and program development.

ANALYSTS' COMMENTS: Analysts state that the material is usable as it stands. One analyst believes that State Units and Area Agency on Aging staff will already be well acquainted with these concepts and skills and might find this approach to training repetitive. This analyst comments on an ironic lack of measurable objectives and of evaluative instruments for the training, given the nature of the material.

Another analyst comments that the coverage of material was very thorough and suggests that it would be most useful as an introductory program for any staff concerned with objective setting and evaluation. □

A SOCIAL WORK GUIDE FOR LONG-TERM CARE FACILITIES

IDENTIFYING INFORMATION

AUTHOR: Elaine M. Brody

AVAILABILITY: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
DHEW Publication No. (ADMO 76-177)
Cost: $2.20

PUBLICATION DATE: c. 1974

MEDIUM: Print (Self-teaching guide) 216 pp.

SUBJECT AREAS: Long-term staff education and training; General aspects of aging; Social aspects of aging

PROGRAM FUNDING: The National Institute of Mental Health, in June of 1971, awarded a contract to the Philadelphia Geriatric Center to develop and prepare a social work guidebook for long-term care facilities for the elderly. (National Institute of Mental Health, Health Sciences and Mental Health Administration, DHEW Contract No. HSM-42-71-76)

APPLICATION

INTENDED USERS: The developers specify that this guide is intended for use by administrators, social workers, physicians, nurses and other personnel in long-term care facilities. One analyst infers that this guide can also be used by undergraduate and graduate students. Prior exposure to the area is recommended by both analysts to maximize the utility of this guide.

CONTEXTS: It is suggested by the analysts that this material be used in an in-service training context and as a resource for individualized learning. One analyst feels that the material would be useful in any learning context.

INTENT

DEVELOPERS' RATIONALE: Stimulated by the recognition of the importance of services for the institutionalized elderly, this guide was developed to meet the need for specific, concrete information on how social work services can be planned and implemented.

GOALS AND OBJECTIVES: The overall goal of this guide is to improve services to institutionalized older people and their families through the use of social work, knowledge and skills. The specific objectives are:

- To identify the role, function and value of social work in long-term care facilities.
- To provide material that can be the basis for social work practice in long-term care facilities.
- To enable administrators, physicians, nurses and other personnel in long-term care facilities to understand the potential of social work and to utilize it in enhancing the care and treatment of the institutionalized elderly.
- To educate and sensitize professionals in hospitals, family agencies, and other agencies who refer older people to long-term care.

SCOPE

CONTENTS: Part One: Introduction

Part Two: The Context (53 pages)

- An overview of long-term care facilities (author: Elias S. Cohen)
- Characteristics of institutionalized elderly (authors: Leonard E. Gottesman and Evelyn Hutchinson)
- Long-term care in the community (author: Stanley J. Brody)

Part Three: Social work services and long-term care facilities (45 pages)

- Services to applicants and families: Phases of becoming a resident of a long-term care facility
- Services to residents and families: Residence phase
- Services to residents and families: Discharge and aftercare phase
- Services to residents and families: Dying and death phase
- Social work with groups (authors: Stephen Z. Cohen and Herome Hammerman)
- Administrative considerations

Part Four: Issues (21 pages)

- Issues of institutional care (authors: Elaine M. Brody and Leonard Gottesman)
- Broad social issues (authors: Stanley J. Brody and Elias Cohen)

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A SOCIAL WORK GUIDE FOR LONG-TERM CARE FACILITIES (Con't)

A bibliography on social work materials is provided (8 pages) as well as appendices which include social history guides, classification forms, questionnaires and information outlines (32 pages).

Coverage of contents was described by analysts as comprehensive and extensive, and Part Three was described as providing detailed information.

METHODOLOGY: The book can easily be adapted as a reference to the reader's needs. No specific methodology is implied for use with text.

INSTRUCTOR PREPARATION: One analyst suggests that considerable preparation and experience would be required by an instructor who wishes to use this resource as a training material as its utility rests largely on its use in in-service training.

CRITIQUE

CURRENCY OF CONTENT: Material contains references up to 1974. One analyst comments that the overview chapter by Elias S. Cohen deals with information prior to 1972 and suggests that this chapter be supplemented with more current information.

ANALYSTS' COMMENTS: One analyst comments that some chapters may be used individually as resources and that there may be some difficulty in integrating each chapter into a training program. The appendices, which attempt to systematize social and medical data, are considered quite useful. Both analysts comment on the overall usefulness of this material as a resource. One analyst comments that this resource appears most successful in selling social work to skeptical long-term care administrators. □

STAFF DEVELOPMENT IN GERIATRIC INSTITUTIONS

IDENTIFYING INFORMATION

AUTHOR: Mark B. Kinney

AVAILABILITY: Institute of Gerontology
The University of Michigan
520 E. Liberty Street
Ann Arbor, Michigan 48109
Cost: $3.50

PUBLICATION DATE: 1976

MEDIUM: Print (manual) 75 pp.

SUBJECT AREAS: Long-term care staff education and training; Geriatric psychotherapy; Training techniques and design

PROGRAM FUNDING: Not specified

SUPPLEMENTS: Direct ties with two separate resources are made through this manual: *Developing a Therapeutic Community*, by D.H. Coons, et al., and the Milieu Therapy Training Program offered at The University of Michigan. Analysts suggest that readers refer to these resources for substantive information, since the manual itself provides only guidelines as to the techniques of training staff.

APPLICATION

INTENDED USERS: The developers specify that this manual is intended for individuals who are training the staff of agencies providing care for elderly persons.

CONTEXTS: This manual is specifically for use in planning in-service training, but the analysts infer that it may be used as a workshop resource or as a resource for individualized learning by trainers in aging who are interested in staff development.

INTENT

DEVELOPERS' RATIONALE: This manual is intended to focus

on the processes used in designing learning experiences, rather than on a collection of exercises to be used in training. It is designed to provide a theoretical framework, often missing from other training materials, for making decisions as well as to provide tools for its application.

GOALS AND OBJECTIVES: The overall goals of the manual are:

- To provide staff trainers from geriatric institutions with a process for developing and conducting training sessions
- To develop a theoretical framework from which to make decisions
- To provide concrete tools for step-by-step application in training design
- To facilitate the development of a maximally therapeutic environment in which the elderly can maintain or re-establish self-satisfaction and functioning

Specific objectives are outlined for the trainer to enable the trainee to perform the following skills:

- Analysis of client needs
- Choosing and setting goals for training sessions
- Using the model for designing a training event
- Choosing and/or modifying the learning activities for a training session
- Using a time-line flow chart
- Using the learning techniques described
- Choosing appropriate evaluation techniques for a training session

SCOPE

CONTENTS: Section One

The topics covered describe the role of the trainer in gerontology, steps for designing a model training event and the design rationales for training events. (8 pages)

Section Two

The topics covered are the use of activities from workshops and manuals, the sequencing and modifying of activities and two exercise examples from Milieu Therapy. (32 pages) This section includes two detailed, descriptive activity flow sheets for conducting workshops as well as handouts for the workshops.

Section Three

The topics covered involve designing a training event and preparing and conducting a workshop. (2 pages)

Section Four

The topic covered involves evaluating a training event.(7 pages) This includes a workshop checklist, and a drawing of the circular process of evaluation as well as a list of evaluation techniques available to the instructor.

Section Five

This section includes selected resources such as worksheets and sample forms which focus on planning and evaluation (13 pages), an annotated bibliography (3 pages) and a selected bibliography (3 pages).

METHODOLOGY: This is a how-to manual that provides examples of materials and methodologies that can be used in various ways. One analyst suggests that this resource is best used in an individualized learning situation by trainers planning program and staff development.

MEANS OF EVALUATION: A large selection of evaluation forms and suggestions for the trainer to use in assessing the effectiveness of a training program are provided. These evaluation forms consist mostly of general open-ended questions and self-assessment questions. A means of evaluation for assessing the effectiveness of the resource itself is not provided as this material is directed at the trainer.

INSTRUCTOR PREPARATION: A trainer who hoped to use this manual would first have to become familiar with the techniques described and then apply these techniques to his situation. One analyst suggests that the manual assumes a degree of sophistication in training, and prior exposure to training techniques in aging is recommended.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts feel that this manual is usable. One analyst feels that the manual is excellent and feels that it satisfies a real need in the field of staff development in geriatric institutions. Another analyst comments that the manual is tied in with specific content developed for training in Milieu Therapy, and this may limit its use in generalized training. This manual appears most useful as a secondary resource that provides suggestions as to staff development techniques. Its application is left up to the trainer. □

TRAINING MANUAL FOR AGENCIES SERVING OLDER ADULTS

IDENTIFYING INFORMATION

AUTHORS: S.J. Rosenthal, K. Cherwony, M.H. Kuhn, D. Harris, S. Pohan, A. Urbanski, and H. Small

AVAILABILITY: Center for Social Policy and Community Development
School of Social Administration
Temple University
Philadelphia, Pennsylvania 19122

PUBLICATION DATE: Not specified (Materials are a result of a two-day training session in December, 1974).

MEDIUM: Print (training manual) 151 pp.

SUBJECT AREAS: Planning and program administration; Social services and community programs; Training techniques and design

PROGRAM FUNDING: The Institute of Applied Gerontology is funded by Title IVA funds of the Older Americans Act.

PROGRAM DEVELOPMENT: This training manual is the result of a two day training session conducted for professionals in aging by the Institute of Applied Gerontology.

APPLICATION

INTENDED USERS: This manual is intended for use by trainers in offices and agencies providing services to older persons. One analyst recommends that the trainers should already have general knowledge of the organizational structure of service agencies.

CONTEXTS: Analysts infer that this manual is intended for use as a resource for workshops or for in-service training.

INTENT

DEVELOPERS' RATIONALE: The developers specify the need to provide a model training curriculum to be used by offices and agencies providing services to older persons. This manual is intended for use as a guide for developing a training program designed to meet the specific needs of trainers.

GOALS AND OBJECTIVES: The manual includes organizational development sessions, the goal of which is to improve the overall functioning of the agency, and staff development sessions with the goal of increasing workers' skills in interviewing, counseling, case planning, case recording, and supervision.

Each section of the manual lists specific objectives for each module within the section. Examples of these objectives involve:

- Increasing staff knowledge about the skills needed to deal with organizations
- Identifying the funding sources of aging programs
- Developing interviewing techniques
- Increasing supervisor's awareness of alternative approaches to supervision

SCOPE

CONTENTS: Session One: Introduction: The objectives and structure of training

This session includes a discussion of training developments, schedules and content of training and an identification of feelings present at the start of the training. Handouts include a schedule of a training event and a job perception survey. (10 pages)

Session Two: The organizational context of social service delivery

This session includes a discussion of definition, characteristics and pathologies of organizations as well as an analysis of the goals and structure of social service agencies. Handouts include an outline of organizational structure, a client flow chart and an organizational analysis of adult services. (20 pages)

Session Three: The aging system and community resources

This session includes a discussion of the aging bureaucracy and its relationship to the local agency as well as an identification of available funding sources and local resources. Handouts include an illustrative map of the aging system and a procedure for tapping community resources and for mapping external influences on one's own agency. (19 pages)

Session Four: The puzzle task

This session includes a description of developing task teams as a method to achieve objectives. A group problem solving task (a puzzle) is included as a handout. (8 pages)

Session Five: Interviewing techniques

This session covers ways of applying interview techniques to elderly client populations. A role play scenario handout is included.

Session Six: Presentation of counseling skills

This session includes a distinction between interviewing and counseling, and outlines steps to enhance the trainee's competence in basic counseling skills and attitudes. Handouts include suggestions on the skills and attitudes needed for counseling elderly clients and a map of the dynamics of the counseling process. (39 pages)

Session Seven: Service management: Service planning and recording

This session covers the development of a service plan, the identification and assignment of priorities, follow-up procedures and a description of a case recording methodology. Handouts include outlines of the development of case plans, the contractual process and guidelines for case recordings. (26 pages)

Session Eight: Functions and techniques of supervision

This session covers the definition, goals, functions and methods of supervision. Handouts include a description of the Philadelphia Adult Services supervisory methods and a hypothetical supervisory situation. (19 pages)

Session Nine: The supervisory relationship

This session involves the purpose, responsibilities and styles of supervision as well as the use of a case record in supervision. (5 pages)

Session Ten: Conclusions, evaluation and bibliography

This session includes handouts for the evaluation of training services and bibliographic references on organizations, the aging system and community resources, interviewing, counseling and supervision. (30 references, 15 pages)

The developers specify that due to the large content coverage, the information is not treated in depth and they urge careful consideration as to the utilization of the contents so that they will be appropriate to the reader's specific needs.

METHODOLOGY: Methods have been suggested for each section to aid the trainer in presenting the content in the most effective manner. Methods include lectures, discussions, group tasks, role plays and exercises. According to one analyst the steps toward meeting each section's objectives are well defined for both the instructor and trainee.

MEANS OF EVALUATION: Evaluation forms are provided by the developers to help the trainer gauge the success of the training program in accomplishing the specific objectives.

CRITIQUE

ANALYSTS' COMMENTS: One analyst feels that this manual is well designed, tightly organized but flexible and would be useful even to an unseasoned trainer. Another analyst feels that the manual provides only cursory information and is useful specifically to a beginning audience. □

GUIDE FOR IN-SERVICE TRAINING FOR DEVELOPING SERVICES FOR OLDER PEOPLE

IDENTIFYING INFORMATION

AUTHOR: Mel Spear

AVAILABILITY: Originally published by the American Public Welfare Association in 1970. Reprinted by:

The Administration on Aging
Office of Human Development
U.S. Department of Health, Education and Welfare
Washington, D.C. 20201
DHEW Publication No. (OHD) 74-20667

PUBLICATION DATE: 1970; reprinted 1974

MEDIUM: Print (training guide) 52 pp.

SUBJECT AREAS: General, social and psychological aspects of aging; Counseling services and mental health; Social services and community programs; Protective services; Training techniques and design

PROGRAM FUNDING: This guide was funded by the American Public Welfare Association and the Ford Foundation.

PROGRAM DEVELOPMENT: This guide was developed and tested by the California Department of Social Services and County Welfare Departments, who provided in-service training and prepared initial materials that served as the basis for the guide (items I through VI of the appendix were primarily supplied by the San Diego County Department of Public Welfare).

APPLICATION

INTENDED USERS: The developers specify the use of this guide by staff responsible for training personnel in public welfare agencies that provide or should provide services for older people, by social workers, by part-time aides, and by other agency staff assigned to work with the elderly. One analyst comments that a number of units could be used with graduate and undergraduate students (social work or sociology) as well.

CONTEXTS: This guide is specified for use in formally organized courses and in in-service training. The author indicates that the trainer must decide how the seven major training units are to be implemented. He also specifies that the trainer is to decide how the material is to be presented with respect to specific subjects or to a scheduled time. The components may be organized in time and frequency as weekly or bi-weekly training sessions of approximately 60 to 90 minutes each, extending 16 to 32 weeks. Analysts infer that many of the units could be used in a workshop context, as well, and in undergraduate and graduate courses in sociology or social work.

INTENT

DEVELOPERS' RATIONALE: The developers' purpose is to encourage all personnel to develop and improve resources and skills in services so as to better meet the needs of elderly people who receive public assistance.

GOALS AND OBJECTIVES: Overall goals are given in the introduction, with specific unit objectives provided at the beginning of each unit. The overall goals are:

- To improve knowledge of the aging process and of the needs of older persons, thus enhancing their awareness, sensitivity and understanding
- To stimulate and encourage interest in problems of aging
- To promote recognition of appropriate and needed services and, thus, to help older persons make fitting use of such resources

Examples of unit objectives are:

- To examine current theories and concepts about aging (unit one)
- To understand the older person (unit one)
- To evaluate statistics and trends that may aid in predicting the needs and expectations of future aged people (unit two)
- To determine the worker's role in helping the aged person to cope with illness and disability and in securing appropriate treatment and services (unit four)
- To help the worker learn the available resources within the community (unit seven)

SCOPE

CONTENTS: Introduction (2 pages)

Unit One: Aging: Definitions, concepts and attitudes

This unit includes definitions of aging and the aged, understanding the older person, attitudes about aging and being aged and theoretical concepts of age. (4 pages)

Unit Two: The older American

This unit includes facts about older Americans, economics of later life, social factors of aging, and new requirements and expectations of the aged. (4 pages)

Unit Three: The aging process

This unit discusses the life span and life history of the aged, dynamic aspects of aging, the older person and his role in society, and death and dying. (4 pages)

Unit Four: Health and illness

This unit discusses the patient's physical and mental condition, the caseworker's role, and specialized care. (4 pages)

Unit Five: The agency and the elderly client

This unit discusses the client's need for assistance, sensitivity to the needs of older persons, factors to be recognized in working with the elderly, responsibilities of the worker and approaches in working with older people. (5 pages)

Unit Six: Services for the aging and aged

This unit discusses service sources, services needed, types of services available, supportive services, developmental services, and protective services. (7 pages)

Unit Seven: Community resources

This unit discusses the availability and utilization of resources, and the social advocacy role of the worker in recommending resources. (3 pages)

Appendices

Topics in the appendices include attitudes toward aging and the aged, assessment of basic sources of help for impaired individuals, medicare and medicaid, learning to work with physicians, suggested guides for field trips, recreation centers, retirement apartment homes, nursing homes, case examples, and a selected list of national organizations. (12 pages)

The analysts feel that the coverage is probably sufficient for an introduction/orientation of social workers to working with older persons. The coverage is fairly even across topics. A weakness proposed by one of the analysts is the lack of emphasis and information on normal aging and how it contrasts with the problems encountered (pathologies, decrements, etc.). Another analyst comments that the content coverage was too cursory and brief.

METHODOLOGY: The introduction provides some direction as to the structuring of sessions (i.e. 16 to 32 weekly or bi-weekly sessions) and notes methods and techniques which may be used (e.g. case examples, role playing, audio-visual materials). However no direction is provided for incorporating such methods and techniques into the units. The use of the techniques and methods mentioned is left entirely to the devices of trainer, except for (1) suggestions of discussion questions regarding attitude (found in appendix one); (2) suggestions for field trips and things to observe (found in appendix five); and (3) provision of raw case examples (found in appendix six). The units themselves consist of three to five objectives, an outline of content to be imparted and a bibliography (in back).

MEANS OF EVALUATION: Although the evaluation of results is mentioned in the introduction as a phase of the training cycle, no means are provided.

INSTRUCTOR PREPARATION: The developers assume that personnel selected for training are experienced in the training process and recognize specific concepts that can be taught with appropriate use of case examples, audio-visual materials, role playing and other techniques. The trainers are urged to develop materials, audio-visual aids and book lists and to obtain appropriate films so that there may be maximum exposure from a variety of sources to stimulate the learning process of trainees.

CRITIQUE

CURRENCY OF CONTENT: Analysts feel that the material provided is current as of 1969. However, because there have been demographic and many legislative changes (e.g., SSI, Title XX and separation of income maintenance from Social Services, 1973 Amendments to the Older Americans Act, etc.) this resource is seriously dated in a number of places. Thus, the statistics provided in Unit Two are no longer correct,

GUIDE FOR IN-SERVICE TRAINING FOR DEVELOPING SERVICES FOR OLDER PEOPLE (Con't)

although the general trends are, for the most part, accurate. Because of the omission of newer information relevant to the funding and delivery of services, this guide should be used very cautiously and only with supplementary, updated information.

BIAS OF CONTENT: One analyst suggests there is a somewhat negative bias towards aging and the depiction of the overall situation of older persons in America. An assumption seems to be that ill health in old age is inevitable and that most older persons have serious health problems requiring intervention by the caseworker.

ANALYSTS' COMMENTS: One analyst comments that this guide would provide a good orientation for the trainer to the kind of content to be presented and the way to break up such content. Much supplementary material is needed, though, if a successful, valid training experience is to take place.

Another analyst feels that this resource is useful only as an outline for identifying topics to be covered in a training course and requires a competent trainer to pull together an in-depth coverage of each content area. □

GERONTOLOGICAL PRACTITIONER TRAINING MANUAL: BASIC CONCEPTS IN AGING

IDENTIFYING INFORMATION

AUTHORS: William Rakowski
Tim Hickey

AVAILABILITY: The Gerontology Center
Amy Gardner House
The Pennsylvania State University
University Park, Pennsylvania 16802
Cost: $12.00

PUBLICATION DATE: c. 1976

MEDIUM: Print (training manual) 225 pp.

SUBJECT AREAS: Courses and curricula in aging; General, physiological, psychological and social aspects of aging

PROGRAM FUNDING: Development of this manual was funded by Pennsylvania State government appropriations to the University and by the Department of Public Welfare, Commonwealth of Pennsylvania.

PROGRAM DEVELOPMENT: This manual is one of a series of programmed short-term training modules on gerontology prepared at Pennsylvania State University's Gerontology Center of the College of Human Development.

APPLICATION

INTENDED USERS: This manual was designed to be used in instructing adult learners interested in aging who have had little or no academic background in gerontology.

CONTEXTS: Analysts infer that the manual is to be used as a resource for a formally organized short course. One analyst suggests that the material might also be used in a workshop, in in-service training, in a practicum, or as a resource for individualized instruction.

INTENT

DEVELOPERS' RATIONALE: This manual was designed to provide learners with knowledge in basic gerontology.

GOALS AND OBJECTIVES: The objectives of the training module are to introduce learners to common concepts and current data of adult development and to create a non-threatening atmosphere for self-examination of attitudes toward aging.

SCOPE

CONTENTS: Part One: General training instructions

This section contains directions for the instructor on ways of facilitating group discussion and adult learning, recommends qualifications for both trainer and trainees, lists equipment and materials needed, and provides procedural guidelines. (23 pages)

Part Two: Basic concepts in aging

Part Two contains the content of the course. It is divided into three units, covering psychological, sociological and biological aspects of aging. Sections within each unit deal with specific subtopics. Each section includes informational lectures, training guidelines for the instructor, and questions for discussion.

Introduction:
This session includes a pre-test and a lecture on the demography of aging. (5 pages)

Unit One: Psychological aspects of aging
This unit includes sections on sensory processes, intelligence testing, learning, memory, creativity, and reminiscence. (58 pages)

Unit Two: Sociological aspects of aging
This unit includes sections on retirement issues, sexual activity, family relationships, widowhood and remarriage, and disengagement. (48 pages)

Unit Three: Biological aspects of aging
This unit includes sections on biological aging, changes in biological systems, and special problems such as arthritis and arteriosclerosis. (70 pages)

Part Three: Appendices

Included in the appendices are the pre-test post-test, with directions for giving and scoring the test; glossaries of biological, psychological and sociological terms; and two graphs. (19 pages)

METHODOLOGY: The primary method of instruction is by means of the trainer's lectures; however discussion questions are provided, and the developers stress that a successful module depends greatly on successful discussions.

MEANS OF EVALUATION: The module contains a multiple-choice questionnaire to be given both before and after the course as a means of determining the participants' prior knowledge of aging and the knowledge gained through the course. One analyst states that the questionnaire is too superficial to adequately test the trainee's acquisition of knowledge.

INSTRUCTOR PREPARATION: The developers suggest that instructors possess a background in classroom teaching or training in a field setting, as well as some academic knowledge of the areas covered. They state that practical experience in interacting with older adults will greatly enhance the instructor's effectiveness.

CRITIQUE

ANALYSTS' COMMENTS: One analyst rates the material as usable as it stands, stating that it is adequate for an introductory overview of aging for which it was designed.

The second analyst rates the material as usable and excellent, stating that the module appears to have been carefully conceptualized and worked out. □

TRAINING MANUAL FOR HUMAN SERVICE TECHNICIANS WORKING WITH OLDER PERSONS

IDENTIFYING INFORMATION

AUTHOR: Louis Lowy

AVAILABILITY: Boston University Bookstore
775 Commonwealth Avenue
Boston, Massachusetts 02215
Cost: Part I $1.95, Part II $2.95

PUBLICATION DATE: c. 1968

MEDIUM: Print (trainer's manual) 107 pp.
Print (trainees' manual) 241 pp.

COMPONENTS: *Training Manual for Human Service Technicians Working With Older Persons*
Part One: Trainers (107 pages)
Part Two: Trainees (241 pages)

SUBJECT AREAS: Part One: Training techniques and design; Long-term care staff education and training
Part Two: General aspects of aging; Courses and curricula on aging

PROGRAM FUNDING: These manuals were funded by a grant from the Administration on Aging, No. PHS AA-5-66-077.

PROGRAM DEVELOPMENT: This manual is an outgrowth of a joint project between the Boston University School of Social Work and the United Community Services of Greater Boston. It evolved following a survey of the needs and problems of the aged and is a result of recommendations from that survey. The trainee part of the manual (Part Two) is an outgrowth of efforts of a panel of a number of practitioners and was field tested in a series of workshops. Following an evaluation of the workshops, these ideas were revised and included in the manual.

APPLICATION

INTENDED USERS: Part One is specified by the developers for use by trainers with guidelines for those who design and carry out a training program. Part Two is specified for use as a curriculum content resource for trainers and educators as well as for trainees and students of aging.

CONTEXTS: Analysts infer that these materials would be useful in any training or educational context such as formally organized courses, workshops, or in-service training as well as a resource for individualized learning. One analyst comments that these materials are extremely flexible for use in a variety of contexts.

INTENT

DEVELOPERS' RATIONALE: These manuals were designed to further the development of a core of practioners to train those who work with the aged, since the knowledge, attitudes and skills of such people to a great extent determine how the problems of the aged are to be handled and the needs of the aged met.

GOALS AND OBJECTIVES: The overall goal of Part One is to provide a practical and useful text on the training of personnel who help the aged. This goal was developed on the assumption that training is an art based on scientific principles.

The goal of Part Two is to provide content information on aging and the aged which is essential in order to develop further learning in this field.

SCOPE

CONTENTS: Developers state that in order to be useful and convenient, the manual is divided into two parts. Part One provides guidelines for those who design and carry out a training program. Part Two contains curricular material to be selected by trainers and trainees.

Part One: Trainers

Chapter One: Operation training: Definitions, components, assumptions (14 pages)

Chapter Two: Training Personnel: Who are the trainers? (3 pages)

Chapter Three: The training environment: The "where" of training (3 pages)

Chapter Four: Training of whom? (9 pages)

Chapter Five: Selecting training objectives: Training for what? (6 pages)

Chapter Six: Designing the training curriculum: Teaching and learning what? (6 pages)

Chapter Seven: Methods of training: The how? (9 pages)

Chapter Eight: Organization of training programs: The know-how (7 pages)

Appendices: Historical development of manual (2 pages); Advisory committee (2 pages); Bibliography (1 page); Stereotype scale (10 pages); Selected outlines of training programs (15 pages); Trainee background information form (4 pages); Evaluation form (13 pages)

Part Two: Trainees

Chapter One: Major problems of aging and the aged against a perspective of the position of older people in American society today (17 pages)

Chapter Two: Development process, needs and strengths of aging (10 pages)

Chapter Three: Older adults in the community: Resources to meet their needs (114 pages)

Chapter Four: Approaches to working with older people (48 pages)

Appendices: Selected questions for study (4 pages); Bibliography (1 page); General references (14 pages); Needs and resources (14 pages); Films on aging (9 pages)

METHODOLOGY: Developers do not specify a method for use of these manuals. Analysts suggest that the materials are easily adaptable and that the trainer is expected to utilize the manuals according to individual needs. Use of the materials by both trainers and trainees is implied by the design of the manuals.

MEANS OF EVALUATION: Several evaluation forms for both the trainer and trainees are provided by the developers. Analysts describe these forms as extremely useful for obtaining feedback on the training program.

CRITIQUE

ANALYSTS' COMMENTS: Analysts describe these manuals as usable and excellent. The manuals provide a thorough introduction to both training design and implementation and to problems and resources of the aged. Analysts encourage trainers to select parts of the manuals suitable to their needs as the manuals are easily adapted to a variety of uses. □

SENSITIZING PEOPLE TO THE PROCESS OF AGING: THE IN-SERVICE EDUCATOR'S GUIDE

IDENTIFYING INFORMATION

AUTHORS: Marvin Ernst
Herbert Shore

AVAILABILITY: Center for Studies in Aging
School of Community Service
North Texas State University
Denton, Texas 76203
Cost: $3.50

PUBLICATION DATE: 1975

MEDIUM: Print (guide) 128 pp.

SUBJECT AREAS: Long-term care staff training; Social, psychological and physiological aspects of aging; Training techniques and design

PROGRAM FUNDING: This guide was funded by a gift from the American Income Life Insurance Co.

PROGRAM DEVELOPMENT: This guide evolved following a training session designed to assist board members in becoming more aware of problems faced by nursing home residents.

APPLICATION

INTENDED USERS: The developers specify that this manual can be used by individuals in training people who are concerned with the care provided in nursing homes. Such people would include the residents, the family members, the board members, the volunteers, the community visitor and most importantly, the staff. The analysts infer that this manual could be used by any trainer or educator in aging.

CONTEXTS: The developers specify that this manual is to be used for in-service training. The analysts suggest that this manual could be adapted for use in a formally organized course or in a workshop.

INTENT

DEVELOPERS' RATIONALE: The developers state as their purpose the provision of a stimulus from which the in-service educators may generate materials for use in the particular situation for which they are responsible.

GOALS AND OBJECTIVES: The main goal of this manual is to provide basic information on the processes of aging, placing emphasis upon the sensory and physical changes which are likely to affect the way the older person reacts to his surroundings. Through this training, different techniques as well as positive attitudes for working with the aged can be developed.

SCOPE

CONTENTS: The manual begins with a discussion of in-service education and includes a specific training session. It ends with longer statements about ways to recognize changes and mechanisms of coping with the processes of aging. Chapters Three through Nine are to be used primarily for reference material while the earlier chapters are most useful for planning training sessions. Each chapter ends with a bibliography for use in pursuing topics in greater depth.

Chapter One: The role of in-service education (14 pages)
Chapter Two: Who are the aged? (16 pages)
Chapter Three: Vision (14 pages)
Chapter Four: Hearing (12 pages)
Chapter Five: Touch (8 pages)
Chapter Six: Dexterity (8 pages)
Chapter Seven: Taste (8 pages)
Chapter Eight: Smell (6 pages)
Chapter Nine: Mobility and balance (10 pages)
Summary (4 pages)
Glossary (6 pages)
General bibliography (10 pages)

Appendices

These include a work sheet for assessing physiological change, a before and after evaluation test, an age estimation sheet, and a survival prediction test. (8 pages)

The analysts describe the coverage of content as adequate, providing a nice overview of the physiological aspects of aging. The developers state that the information in the guide is not intended to be exhaustive of the literature, rather, it should provide a starting point from which more information can be obtained.

METHODOLOGY: The developers specify that this guide may be used for a single in-service training session, or for several sessions. The material is designed so that the in-service director presents an overview in each of the sections and then selects one or two of the sensitizing experiences on the physiology of aging to help staff members understand what that experience is like for the older person. After the sensitizing experience, the group discusses ways to help the older person get along with his disability. Finally there should be some discussion concerning the referral of any problems to a physician.

MEANS OF EVALUATION: The developers suggest beginning a session with the pre-test of knowledge provided in the appendices and closing the session by giving the same test as a post-test to evaluate changes in the students' knowledge. Both analysts comment that this evaluation tool is geared toward assessment of knowledge rather than the performance or application of the acquired knowledge.

INSTRUCTOR PREPARATION: The developers specify that the instructor follow these steps in preparing for an in-service training session.

- Review the manual and select an appropriate sensitizing experience.
- Decide upon the audience to which the session will be directed and which learning experiences are appropriate.
- Survey the facility in which the training is to be conducted and, using a worksheet provided in the text, determine the strengths and weaknesses of the facility.

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CRITIQUE

ACCURACY OF CONTENT: One analyst suggests that the developers do not make an adequate distinction between disease-related and normal age-related physiological change.

ANALYSTS' COMMENTS: Both analysts describe the guide as usable. One analyst feels that the material is a well-designed, trim-lined program for brief in-service training sessions. The guide provides useful information on physiological aspects of aging. The application of this information is left to the learner.

Another analyst recommends that the trainer make use of some of the supplemental resources suggested in the guide in order to make the training a more in-depth and comprehensive experience. Both analysts suggest that the guide is a good source of ideas on resources and techniques of training. □

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THE AGING PROCESS: AN INSTRUCTIONAL HANDBOOK FOR TEACHING

IDENTIFYING INFORMATION

AUTHORS: Dorothy M. Johnson
Linda F. Lanmon
Jane A. Stearns

AVAILABILITY: Mississippi Council on Aging
510 George Street, Suite 340
P.O. Box 5136
Jackson, Mississippi 39216

PUBLICATION DATE: 1976

MEDIUM: Print (teaching guide) 191 pp.

SUBJECT AREAS: Courses and curricula on aging; Physiological, sociological and psychological aspects of aging; Death and dying.

PROGRAM FUNDING: The handbook was funded from the Older Americans Act Title IV-A formula grant funds awarded to the Mississippi State Agency. This handbook was contracted to the School of Social Work of the University of Southern Mississippi.

APPLICATION

INTENDED USERS: The developers specify that this handbook is being used by Area Agencies on Aging in Mississippi. The recommended use of this handbook is by instructors employed in junior colleges or colleges, direct service or planning capacities with reference to older adults and community groups, or by instructors of older adults themselves. The developers hope that the material will be useful to a variety of learner groups, varying with respect to educational level, experience and interests.

CONTEXTS: The developers propose use of the handbook in college semester courses, workshops, institutes, in-service training or even in a two hour meeting. The handbook was designed to be flexible in its use.

INTENT

DEVELOPERS' RATIONALE: The Mississippi Council on Aging recognizes a need to train persons who serve in the aging network. This handbook is part of an effort to make a major contribution to providing a better life for older Mississippians.

GOALS AND OBJECTIVES: The overall goal of the material appears to be the provision of a diversified teaching guide. General learning objectives are provided within each of the five content units of the handbook. The objectives for each unit are:

Unit One: To provide the learner with an understanding of the adaptations of older adults from various ethnic backgrounds to changes during the life span, and how the aging processes are inter-related.

Unit Two: To provide the learner with an understanding of the adjustment of the older person to the physical processes of aging that affect sensory and sexual changes.

Unit Three: To provide the learner with an understanding of individual differences among people as they age in such functions as learning, memory, creativity and self-concept.

Unit Four: To provide the learner with an understanding of adaptations to change in the aging person's social relationships, work roles and use of time.

Unit Five: To provide the learner with a knowledge of the significance of the increasing literature and of the necessity for understanding the needs of the dying person and survivors, as well as acceptance of death as a part of life for everyone.

SCOPE

CONTENTS: The content is organized around five broadly based training units, each dealing with a particular dimension or aspect of aging with an introduction and learning objective provided. Within each unit are located several more narrowly focused modules. Each module is comprised of content to be learned, suggested learning experiences and both literature and media references specific to content.

Introduction

Topics included cover the organization, uses and users of the handbook (3 pages)

Unit One: Orientation to aging processes

A. Life span as sequential changes (5 pages)
B. Adaptations to change: Developmental tasks (3 pages)
C. Inter-relatedness of aging processes (3 pages)
D. Life satisfaction as a component of successful aging (2 pages)
E. Minority groups and the aging process (3 pages)

Unit Two: Adaptations to physical processes of aging

A. Sensory changes (3 pages)
B. Sexual changes and sexuality in the later years (3 pages)

Unit Three: Adaptations to the psychological aging processes

A. Learning, memory and creativity (cognitive changes) (3 pages)
B. Attitudes, motivation, self-concept and personality (3 pages)
C. Reminiscing and life review (2 pages)

Unit Four: Adaptations to social aspects of aging

A. Changes in family roles and intergenrational relationships (4 pages)
B. Employment and retirement from the work role (4 pages)

Unit Five: Adaptations to dying, death and bereavement

A. Adaptive phases in the dying process (5 pages)
B. Suicide and suicidal risks among the elderly (3 pages)
C. Bereavement: A response to loss through death (5 pages)

Appendices

I. Index to literature references
References include: gerontology overviews, rational policies, journals on aging, recommended basic and supplementary texts on aging as well as on a wide variety of selected topics in aging (370 references, 51 pages)

II. Mediated references outline
References include audio tapes, 16mm films, 35mm filmstrips, overhead transparencies, video tapes--all with brief descriptions and the names and addresses of the producers and distributors (171 references, 58 pages)

III. Supplementary references
References include instructor's handbooks and manuals (4 references); proceedings and reports of conferences and workshops (5 references); additional bibliographies (3 references, 3 pages)

IV. Gerontology directory
A listing of major gerontological centers and organizations in the United States (31 listings, 2 pages)

V. Glossary
Glossary of terms in the study of aging unique to gerontology (3 pages)

VI. Suggested pre-tests and attitude scales
This includes an attitudes toward aging scale (revised from Muriel Oberleder's Scale, 3 pages), Twenty Opinions (a stereotype scale, 3 pages) and opinions and ideas about death, dying and bereavement (a check-one answer scale, 1 page)

Four pages follow that list mediated materials that are available from the Mississippi Council on Aging that might be used with this handbook.

One analyst describes the content units as brief and fairly elementary, with little textual information, requiring supplementation from the instructor. The appendices appear to be quite substantial and extremely useful.

METHODOLOGY: The developers specify the methodologies to be used in each content area with complete directive information including specific references for each learning module. Recommended methodologies include lectures, instructor-centered discussions and small group discussion. An example of the methodology of a typical session recommended by the handbook follows:

Session: Physical processes of aging

Lecture: The topics of the lecture include sensory changes as stated by James D. Manney in *Aging in American Society*, differences in individual sensory changes as described by any two authors listed in the references and a discussion of factors influencing sensory changes as indicated by Douglas C. Kimmel in *Adulthood and Aging*.

Learning experiences: This experience includes a review and discussion of the filmstrip, *Perspectives on Aging, No. 2*, discussion

of two transparencies illustrating sensory changes and a simulation of sensory losses as a topic for analysis.

One analyst comments that although the suggested methodologies are very directive, enough flexibility is possible so that the user may adapt these sessions to his own needs.

MEANS OF EVALUATION: Means of learner evaluation are not provided by the content units. One of the appendices, Twenty Opinions, is an example of a stereotype scale which the developers propose can be administered at the beginning and end of a training program as a method of attitude evaluation.

CRITIQUE

ANALYSTS' COMMENTS: Both analysts describe the handbook as usable and one analyst describes it as excellent. One analyst comments that the handbook is well organized even though the units vary in their style and presentations. Although the coverage of materials is not extensive, a wealth of information is provided on a broad range of topics. The appendices are cited as being particularly thorough and helpful.

The handbook is described as potentially valuable for college instructors who are attempting to develop course materials. □

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RECENT PUBLICATIONS of the Center for the Study of Aging and Human Development

Planning Services for Older People: Translating National Objectives into Effective Programs
George L. Maddox, Ph.D.
and Robin B. Karasik, M.A., *editors*
Policy research and analysis, program development and evaluation of health service programs for older persons were explored at an international meeting, 1975. Papers are by leading American and British scientists.
Soft Cover $6.00

Successful Aging--A Conference Report
Eric Pfeiffer, M.D., *editor*
160 pages Soft Cover $5.00

Multidimensional Functional Assessment: The OARS Methodology
Eric Pfeiffer, M.D., *editor*
This manual presents a tested, reliable and valid methodology for the assessment of impaired adults generally and of the elderly in particular. Designed to provide systematic information on level of functioning of: physical health, mental health, social resources, economic resources, and self-care capacity; it is also useful for assessment of need for services, as intake instrument, for survey work, and for impact-of-intervention studies. The volume contains reliability and validity data, illustrations of three applications of the methodology, and an interviewer instruction chapter.
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Bibliography compiled by Robert L. Clark, Ph.D. 16 pages
Executive Summary prepared by George Maddox, Ph.D. 12 pages
Companion pamphlets to the summary report of research undertaken by Juanita M. Kreps, Ph.D., *et al* with the support of a National Science Foundation/RANN Program grant.
Available at no charge.

Proceedings of Seminars of the Duke University Council on Aging and Human Development: 1965-69
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Fall 1976

Manual for Coordinators of Preretirement Planning Programs
Arlene C. Elmore, *compiler*
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Supplementary edition to the Fourth edition, $2.50
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Daycare for Older Adults: A Conference Report
Eric Pfeiffer, M.D., *editor*
The conference, "Daycare for Older Adults: the new modality" held on the Duke University campus, May, 1976 was sponsored by the Center for the Study of Aging and Human Development.

Contents include: goals of daycare; range of service and clients; models of daycare, including physical, mental health and social; setting up programs and funding. The speakers included leaders in the field on the local, national and international level.
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George L. Maddox, Ph.D., *editor*
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108 pages Soft Cover $2.00

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